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ABSTRACT

A guide to the organization and administration of professional development efforts for student personnel workers is presented. The development of the guide was based on needs within the organization: (1) to understand processes and procedures of student personnel services and how they relate to other departments; (2) to communicate and relate to the organization as a whole; and (3) to formally inform new employees about mission and roles. The second need was addressed through a series of film discussion groups, which are outlined in appended interoffice correspondence. In addition, a course contract for a specialist level internship to assist in the development of a professional development program is included, along with a consultation agreement, and minutes of meetings addressing professional and personal development issues within the Division of Admissions and Special Academic Services. Attention is directed to: a model for staff development, interdivisional communications, process review for program enrollments and certification, and divisional needs assessment. Need areas were identified using a consensus model and an organizational needs assessment survey. An assessment report and recommendations were also developed. Additional memos, minutes of meetings, questionnaires, and forms are included. Appended materials also include: developmental models, a collection of planning documents, an inventory of practical professional resources, and a bibliography of student personnel literature supporting personal development. (SW)

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A Study and Procedural Guide to Professional Development Organization and Administration for Student Personnel Workers

Charles W. L. Hall, M.Ed.

University of Southern Mississippi

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Running head: PD Administration

May 1982

A Study and Procedural Guide
to Professional Development Organization
and Administration for Student Personnel Workers

This paper shall serve three purposes: to present a report of findings and recommendations pursuant to a specialist internship; to impart specialized knowledge as a professional paper; to provide a ready-to-use Program Staff Packet.

This is a sequel to two other investigations (Hall, 1981a and 1981b) pertaining to the concept of Professional Development, as it exists within the field of Student Personnel Work/Student Development. The bulk of this study will have a practical orientation, and will examine the functional aspects of professional development as it relates to institutional/organizational sanction/policy, the program's organization, administration and its curriculum (planned activities and experiences) (Fisher, 1977; Hall, 1981a and 1981b; Scott, 1978, et al.).

Institutional policy

Before I move into a discussion of the functional parts, I would like to regress a bit and review some of the outcomes of the previous investigations (Hall, 1981a/b) which I feel are vital to our discussion and the issues at hand.

As a proponent of professional development, I would like to point out that those of the educational community must realize (if they haven't already) the intrinsic value of professional development (Hall, 1981a/b). Its ability to promote and reinforce each employee's efficiency and effective functioning, as well as their own, within the institution. This particular experiential activity fosters professional (e.g., awareness and social mobility) and personal (e.g., self-esteem and sense of belonging) growth development.

Those in education, really have the inside track when it comes to positioning themselves within the professional development movement, but more often than not we fail to capitalize upon it (noting only ten institutions out of each 100 have a professional development program) (Scott, 1978). They have the distinct advantage from a development standpoint, in that they have an articulated philosophical orientation (whichever we chose). Most of them by fact of professional education have a psychological foundation, have a work setting within education, and are at best remotely familiar with modern business and management concepts - due principally to their daily interaction with our public and only slightly with our function (but this is changing, with accountability, efficacy and competency-based performance, et al) (Appleton, Briggs & Rhatigan, 1978; Fisher, 1977; and Scott, 1978).

One other advantage we have in developing a program of this sort (even though the literature may be scarce on the topic (Hall, 1981a)) is the fact that we have at least five fully functional professional development programs (e.g., North Carolina State University at Raleigh, University of Nebraska-Lincoln, Eastern Michigan University, California State University at Davis, and Cornell University) representing all major geographical areas, who have been in continuous existence on or before 1976, having a comprehensive program which could easily serve as a model to be emulated.

Staff Needs

Scott, et al (1978) have continuously pointed out (Hall, 1981a) for any program of employee development to succeed, it must address the very important factors, both in regard to policy and programming, employee incentives (motivational ques), competency-based performance, and lots of formal individual recognition (Beeler, 1975; Jones, 1980; Miller-Beach, 1980; and Scott, 1978).

In developing this type program (Hall, 1981b) great care and pains should be taken in order that a genuine and indepth Needs Assessment be conducted, accurately focus on the appropriate target population against a backdrop of easily related to practical and utilitarian goals (which will eventually serve as need satisfiers) (Stoner, 1978).

For any experiencial or educational or training program to worth its salt, it must satisfy real, perceived and anticipated needs and wants (Hall, 1981b) of employees, administrators and the institution, regardless of its delivery vehicle (e.g., professional education, continuing education or life-long learning).

These investigations (Hall, 1981a) have noted that a comprehensive and continuous program of professional development can be relatively inexpensive (Appleton, Briggs & Rhatigan, 1978; Miller, 1975) when compared to similar academic programs (i.e., Educational Administration). In addition to this, there are the intangible benefits which came to the organization, through the ingenuity and innovation of its staff, produced by highly motivated, competent and professionally achieving student personnel workers and administrators. The organization also benefits another way, for its modeling role takes the limelight and becomes the envy of other institutions (Scott, 1978).

Philosophical Basis

One fabulous aspect of professional development is that the field is highly interdisciplinary (vast reservoir of knowledge to draw from)*(Fresina and Kerr, 1977; Hall, 1981a). The field is also highly eclectic in its composition of concepts, models, strategies, techniques - not to mention its definitions and terminology. Its chief strength lies in its innovativeness, timeliness and humanistic approach to problem solving (Lippitt and Jamieson, 1982), and its interaction with Human Resource Development movement (Nadler, 1980).

This same innovative, timeliness, humanistic approach to problem solving orientation relates easily to our own professional philosophical underpinnings. If, in fact, our goal was equality and we desired the highest consistency possible in our profession, we would reinterrupt these points of view in regard to our employees and our concern for them.

If this were the case, perhaps the Student Personnel Work point of view would read, "that we must be concerned with the student's (employee's) as a whole; the individual's physical, emotional, spiritual, and intellectual (professional) well being; a total investment into their potential development" (a point of view rendered by the Committee on Student Personnel, American Council of Education, 1949).

A case even more akin to professional development, the Student Development point of view would read, "(it is a behavioral orientation in which) education attempts to create a climate of learning in which students (employees) have freedom to choose their own directive for learning; responsibility for those choices; and interaction with the learning." (O'Banion, Thurston, Gulden, 1970; see also Appendix A).

I personally feel both of these philosophical orientations overwhelmingly support the notion of professional development and the idea that equality and fair treatment as an institutional policy should be extended (in a more limited sense) to our employees as total employees, and in the process would free up the resources necessary for bringing about professional maturity spoken of by Stuart Smith (1979). These events would most definitely create a quality work climate/environment (Saline, 1977), significantly reduce employee turnover and absenteeism, and gender a greater awareness and a heightened sensitivity toward our clients/students - leading all of us to greater professional interaction and professionalism.

The key points I have attempted to make in regard to the concept of professional development is this: that our fundamental beliefs and values in student personnel are tied directly to the servicing of human wants and needs, as conceptualized in our philosophical point of views, and formally stated in our organization and institutional policies; that those policies and philosophies should be periodically reviewed and rethought out in light of our current awareness of our organizational pulse and climate; that this should be done as a preventive task (proactive) for the future rather than as a remedial function (reactive) of the past - due to our crisis orientation. One way to bring this about efficiently and effectively is through the authoring of a formalized growth policy stating a concern and desire for professional growth; through the effective and thoughtful use and reuse of the needs assessment strategy; and finally, the implementation of a carefully thought-out comprehensive and continuous program of professional and personal growth experiences (Hall, 1981a/b; Miller, 1975; Stamatokas & Oliaro, 1972).

One last note in terms of professional development, business and industry has seen the light of employee apathy, and is now moving at breakneck speeds to incorporate a humanistic approach - emerging in the fields of Human Resource Development (HRD) and Organizational Development (OD) into their management structures. This has given rise to new emphasis being placed on the employee's needs through such services as Employee Assistance (EAP), Career Development (CD), and multiple-Training and Development (TD) experiences (Hansen, 1982; Langdon, 1982; Lippitt & Jamieson, 1982; Otte, 1982; Simpson, 1981; and Zenger et al., 1982). Just think where we'll be in five to ten years - we had better start planning now! (See Appendix A).

At this point, we'll depart from the philosophical and theoretical realm, and take up the practical day to day implications of planning, organizing, administrating and evaluating of a professional development program. Should the reader have further questions pertaining to the historical origins, relevant literature, demonstration models, the State of the Art or the actual mechanics of conducting a needs assessment strategy, they should refer to the two previous investigations for concise details (Hall 1981a/b). (See also Appendix)

Organizing for Professional Development

Background

To begin with, the impetus behind this procedural guide and its pursuant discussion is a result of, and derived from, several presenting needs within this organization, namely (1) a need to understand our processes and procedures and how they relate to other departments; (2) an overwhelming need to communicate and relate to the organization as a whole and, not to mention our individual needs for proficiency; and (3) a need to formally welcome and inform new employees about our mission and their role within it. The first need was addressed initially through an experiential inter-division forum. The second need was tentatively addressed through a series of film discussion groups (see figures 1, 2, and 3). The third set of needs was brought to my attention by my superior seeking recommendations.

Figure 1.

UNIVERSITY OF SOUTHERN MISSISSIPPI

INTER-OFFICE CORRESPONDENCE

TO: Office Staff

Charles W. Hall

FROM: Charles W. Hall, Assistant Registrar

SUBJECT: Staff Development

1. Weekly Supervisor's Staff Meeting

A weekly staff meeting will be held every Monday morning from 10:00 a.m. - 10:30 a.m. in the Assistant Registrar's Office. These regularly scheduled meetings will serve two bonafide purposes: first, to disseminate information from the weekly divisional meeting (of interest to this office), and second, to serve as a forum for input from sectional supervisors (i.e., personnel needs, processing priorities, problems and suggestions). It is requested that each supervisor think through her input the Friday before and bring brief notes to the meeting. NOTE: During periods of marginal activity, these meetings will be suspended.

2. Monthly Staff In-Service Training

In an attempt to assist each worker in becoming increasingly proficient and professional in carrying out their assigned tasks and responsibilities, a three-fold annual in-service training program shall be instituted. The program shall consist of three content areas (personal skills, office techniques, and departmental communications), addressing each level (clerk, supervisor, and management). Initially each member of the staff will be requested to submit suggestions and comments in the form of personal needs and professional wants. It is hoped that a comprehensive program could be implemented by late September. These sessions will be mandatory- with each participant completing the series securing a certificate of completion. (See attachment)

3. Semesterly Student Assistance Orientation

At the beginning of each semester, a mandatory orientation will be conducted for all students accepting work assignments within the Registrar's Office. The purpose of these orientations will be to acquaint the student with office policies and procedures, to familiarize them with layout and facilities, to review standing responsibilities and develop necessary schedules. This time will also be used to answer questions and address student worker concerns. Students will receive regular pay for attendance. Fall orientation will be scheduled for 9:00 - 10:30 a.m. Saturday morning on August 29th, at the Registrar's Office.

Figure 2.

UNIVERSITY OF SOUTHERN MISSISSIPPI

INTER-OFFICE CORRESPONDENCE

October 27, 1981

TO: Danny W. Montgomery, Registrar

Charles McNeill, Director of Admissions

FROM: Charles W. Hall, Assistant Registrar

SUBJECT: Proposal for Inservice

Rationale

A need exists to improve interdepartment and intra-staff's orientation, communication, and coordination between Admissions processing and Records development/maintenance personnel.

Facilitation

A committee should be appointed to address these specific needs and others as they arise. The committee should consist of two section supervisors (one from each section participating), with the Assistant Registrar serving as Chairman.

Activities

A workshop of joint presentations, discussions, to conclude with recommendations. Each section would be requested to develop a presentation which would describe their area of responsibility as to what, where, why, when, and how! After the presentation segment, a joint discussion format would follow - each section would have come prepared to discuss both relative and concrete problem situations being experienced by them needing resolution. A recorder would note proposed recommendations for solving some of these by the joint meeting.

Facilities.

It is suggested a non-work area be used (e.g., Student Union Conference Rooms) for the workshop. The format would permit 1½-2 hours for resolution which could be scheduled effectively from 9-11 a.m. or 2-4 p.m. on a particular day.

Attendance

Section supervisors and all personnel of each participating section; other interested persons could attend.

Figure 3.

UNIVERSITY OF SOUTHERN MISSISSIPPI

INTER-OFFICE CORRESPONDENCE

November 5, 1981

TO: Danny W. Montgomery, Registrar
Charles McNeill, Director of Admissions

Charles W Hall

FROM: Charles W. Hall, Assistant Registrar

SUBJECT: Cooperative Inservice Admissions - Registrar's Office

NOTE: With concurrence from both offices, the following program format has been adopted:

1. Schedule: The Cooperative Inservice has been scheduled for Friday afternoon, 2-4 p.m., November 13, 1981, to be conducted in Conference Room D, 2nd floor, Cook Student Union.

2. Agenda:

2:00-2:10	Introduction
2:10-2:45	Admissions' Process
2:45-3:20	Registrar's Process
3:20-3:35	Registrar's Problems
3:35-3:50	Admissions' Problems
3:50-4:00	Summation

3. Content:

Presentations (35 minutes for each department - roughly 10-15 minutes for each supervisor). It is requested that each department supervisor give a moderately detailed overview presentation of their major procedural responsibilities or duties, and to key note the following general areas as they interrelate Admissions and Registrar functions:

1. Inter-office Processes (flow of paperwork):
   (Example: Registrar to Admissions: "Check in transcripts-forward to Admissions Evaluator")
2. Information needed for decisions (data required):
   (Example: Admissions to Registrar: "Credit Evaluation for transfer students GPA and class")
3. Records maintenance procedures (recording needs):
   (Example: Registrar to Admissions: "Forwarding transcript of former student for Admissions to Graduate School")

These piecemill activities lead to the writing of a specialist level internship course contract (i.e., CPY 796 - Course contract, figure 4).

This contract provided the framework for developing the basic experimental structure in three distinct phases (e.g., negotiation (organization), assessment (needs), and program (administration and evaluation)). My two previous investigations (Hall, 1981a/b) provided the necessary orientation and substance. This then sets the stage for discussion.

Thinking and Reflecting

Several basic considerations should be explored prior to laying the foundation for our project. The first was advocated by Miller (1975) and Truitt (through Herron, 1970) who, without exception, placed full responsibility and accountability for such a program, concretely at the doorstep of the chief Student Personnel Officer (administrator) of the division developing it. To reinforce this argument, a review of the five (i.e., NCSU) previously mentioned model programs found that all were brought about - not by popular demand at the grassroots level, but by the impetus of a concerned CSPO (see reference notes).

The second consideration for planning and developing this type of employee program is planting the seeds of awareness and interest (through informal discussions or townhall meeting) among the targeted population (i.e., those individuals who would receive direct benefit of such a program and be willing participants) whatever process works best for your situation.

Figure 4.

CPY 796-COURSE CONTRACT

The following requirements have been agreed to by the student and the Dean of Special Academic Services, and as endorsed, shall constitute a course contract for CPY 796 (3 s.h.):

I OBJECTIVES:

Phase One - Negotiation

1. To become knowledgeable of consultation activities and procedure in providing assistance and guidance in establishing a division-wide professional development activities program (i.e., need identification, contract negotiation, administrative sanction and model selection);

2. To assist in the development of the professional development committee's charter (i.e., statements of objectives and goals);

3. To become knowledgeable of the duties and responsibilities of the committee's program coordinator;

Phase Two - Assessment

1. To assist the committee in identifying general areas of staff need, selecting an appropriate survey instrument, and developing a needs assessment strategy;

2. To become proficient in identifying staff needs, priorities, and program preferences;

Phase Three - Program

1. Administration:

    a. To become knowledgeable of the operational requirements of facilitating, coordinating, and planning for professional development experiences;

    b. To become familiar with accountability and budgetary issues and concerns of program administration;

    c. To become acquainted with administrative and record maintenance responsibilities of program operation;

    d. To become knowledgeable of ways and means to solicit staff input, encourage participation, and as a result, achieve employee awareness, satisfaction, and appropriate recognition;

2. Instruction:

    a. To become familiar with professional development curricula planning and instructional development of each event (i.e., objectives, goals, delivery method, supplemental aids, equipment and associated requirements);

    b. To become familiar with methods and strategies which would permit long range planning and program forecasting in concert with divisional personnel requirements;

    c. To become acquainted with methods and techniques of staff critique and reflection of events, feedback to presentors, and overall division in terms of goal achievement of individuals and organization;

3. Information:

    a. To become knowledgeable of advising needs and orientation requirements that would assist new employees in immediate involvement within PD activities;

    b. To become familiar with the development and use of an internal house publication (newsletter);

II. REQUIREMENTS:

1. Complete six readings pertaining to professional development and training or related ASTD activities;

2. Undertake a division-wide staff needs assessment and provide an analytical report of finds and recommendations;

3. Development and publishing of the following items:

    a. A set of planned and coordinated PD activities in the form of a master program calendar, and supplemental set of event promotion flyers.

    b. A set of forms to facilitate program administration (i.e., application, attendance record, certificates, etc.);

    c. A set of instruments to assert on-going program effectiveness (i.e., feedback on events, presentors, program, etc.);

    d. A set of divisional newsletters (i.e., special events, guest presentors, staff changes, administrative deadlines, etc.);

4. Research and develop a professional paper addressing the topic of "Professional Development Programming and Administration";

III. EVALUATION:

Phase One - Need Identification

Evaluation of the Needs Assessment Report of findings as to its accuracy and sufficiency to address needs.

Phase Two - Program Effectiveness

Evaluation of the comprehensive nature of the professional development program as to its suitability of delivery and sufficiency of content.

Phase Three - Program Administration

Evaluation of overall contract objectives and goals in terms of successful accomplishment in exit interview.

Submitted by:

Charles W Hall
Charles W. Hall, M.Ed.
Student

Approved by:

Gene Saucier, Ph.D.
Dean
Special Academic Services

Information copy furnished:

Dr. John Alcorn
Chairman
Counseling Psychology Department

A third consideration should be a mental inventory (or formal survey) of local (or perhaps regional) training and development resources (Hill, 1974) (i.e., speciality resource prople, amicable faculty, community speakers, charitable colleagues at other institutions, availability of facilities, miscellaneous developmental funds, applicable institutional services, joint funding or cooperative potential for projects, etc.). It should be noted here, that there are many on-going activities of a training nature (i.e., academic, extension, community, and continuing education) being conducted in, alongside, and away from our main campuses - the idea here is to provide inexpensive and unique experiences for our employees, rather than duplicating current offerings (as they say, reinventing the wheel) in the proposed program. Our main goal,then,is to meet unmet needs through local resources (Appleton et al., 1978; Miller, 1975; Scott, 1978). The next important hurdle is sanctioning the program (Caplan, 1970).

Consultation and Administrative Sanction

At this point, we begin moving from the abstract idea of development to a quasi-concrete plan. The CSPO being the key impetus for change, should make the initial inquiry for consultation (either external or internal) (in our case it was internal). The consultant serves as natural or impartial investigator couples with resource skills. Caplan (1970) referred to this as program-centered administrative consultation, and for our purposes I'll discuss it in brief, utilizing an outline of activities that transpired (Cochran, 1982; Dinkmeyer, 1973; Mickelson & Davis, 1977; Stum, 1982):

1. Prior to the first meeting: The CSPO should provide the consultant with the following information: the nature of their project; roughly their desires and expectations about the project; background data on the community, institution, organization and its staff; the nature and frequency of problems/needs; and their past experiences with consultation; and to conclude with a brief discussion as to the consultant's role and basic contractual arrangements (figure 5). (In the meantime and prior to the consultants arrival, the CSPO should have forwarded the consultant a variety of documentation to study on the situation and environment.)

2. Initial visit: During this initial visit the CSPO and consultant conclude discussions on duration, administrative sanction, communications channels and privileges, confidentiality, ethical standards, services to be rendered and not performed, evaluation and payment and the final report (figure 5), and officiate the contract. The consultant will attempt to develop a perspective of the system, exploring objectives and goals, values, the administrator's needs and expectations, being initial problem identification, develop linkages, and conclude with a tentative assessment and summary (Caplan, 1970). (Note: In this case, administrative sanction implies the green light from the chief administrator (i.e., CSPO) on the official presents of the consultant, and in addition grants access to the CSPO and key

Figure 5.

TO: Dr. Gene Saucier, Dean, Division of Admissions & Special Academic Services

FROM: Mr. Charles W. Hall, Consultant

RE: CONSULTATION Agreement/Contract

1. DURATION: It is agreed that consultations will be scheduled once per week, for a period of 90 minutes, with consultation beginning on April 12, 1982, and concluding on the 5th session.

2. ADMINISTRATIVE SANCTION: It is agreed that the administrator will introduce the consultant to the organization, providing sanction, freedom of movement within the organization, access to necessary personnel and information, at the first formal staffing.

3. EVALUATION: It is agreed that the consultant will provide a formal presentation of his tentative report of findings and recommendations, and entertain questions and comments at the concluding session, for the administrator and staff. Final report shall be filed in writing with the administrator in thirty days.

4. COMMUNICATIONS: It is agreed that the consultant will have direct and priority access to the administrator. It is further agreed that the consultant will provide periodic informal general summary type progress briefings.

5. CONFIDENTIALITY/ETHICAL STANDARDS: It is agreed that all consultation activities shall be conducted in accordance with APGA Ethical Standards, and further agreed that all conversations conducted within the consultation relationship shall be considered confidential and privileged, and shall only be violated to protect life.

6. SERVICES TO BE PROVIDED (in addition to those aforementioned): It is agreed that the consultant shall serve as a resource to the administrator and his staff, for all functions connected to this consultation; to provide informal and formal periodic briefings and presentations; to provide guidance and staff in utilization of assessment instrumentation; to provide limited in-service training; and to facilitate organizational development planning and activities.

7. SERVICES NOT TO BE PROVIDED (in addition to those aforementioned): It is agreed that the consultant shall not provide personal therapy to the administrator or his staff.

8. PAYMENT: N/A

This agreement has been entered into by both aforementioned parties on this

8th day of April, 1982.

Charles W. Hall
Consultant

Gene Saucier
Consultee/Administrator

Figure 6.

TO: Dr. Gene Saucier, Dean
Division of Admissions and Special Academic Services

RE: Professional and Personal Development Issues
Minutes of April 8th, 1982
Room 206, Student Services Building

The first meeting to address the issues of professional and personal development within the Division was called at 2:45 p.m.

Opening remarks by the consultant, Mr. Hall, included a brief review of the dean's agenda (e.g., training developments, exploration of needs, consultation process and programming techniques). Dr. Saucier gave a positive note to the insightfulness and innovation which prevails in the commercial training and development industry to date.

Mr. Hall inquired about the Division's needs and the dean's expectations about the desired direction of its growth. Dr. Saucier stated the several needs to be: attitude, motivation, communications, work flow, creativity, teamwork, and a positive work environment. That his expectations were: a desire for greater staff "student awareness," increased professional image of division, a more intense sense of community and belonging to prevail, greater clarity and depth to all communications, and above all, a professional group which emphasizes innovation, responsibility and altruism.

Mr. Hall inquired about the Division's formal mission and goals. Dr. Saucier summed up the division as follows: "Is to generate public awareness of the University's resources, to maintain a reputable reporting and recording system, and to assist in student goal achievement." That the goals adopted to fulfill its mission were briefly: to develop new student markets, to increase student enrollment, to utilize sophisticated management technique and systems, to satisfy student information needs of the University, and to provide professional guidance in student goal acquisition.

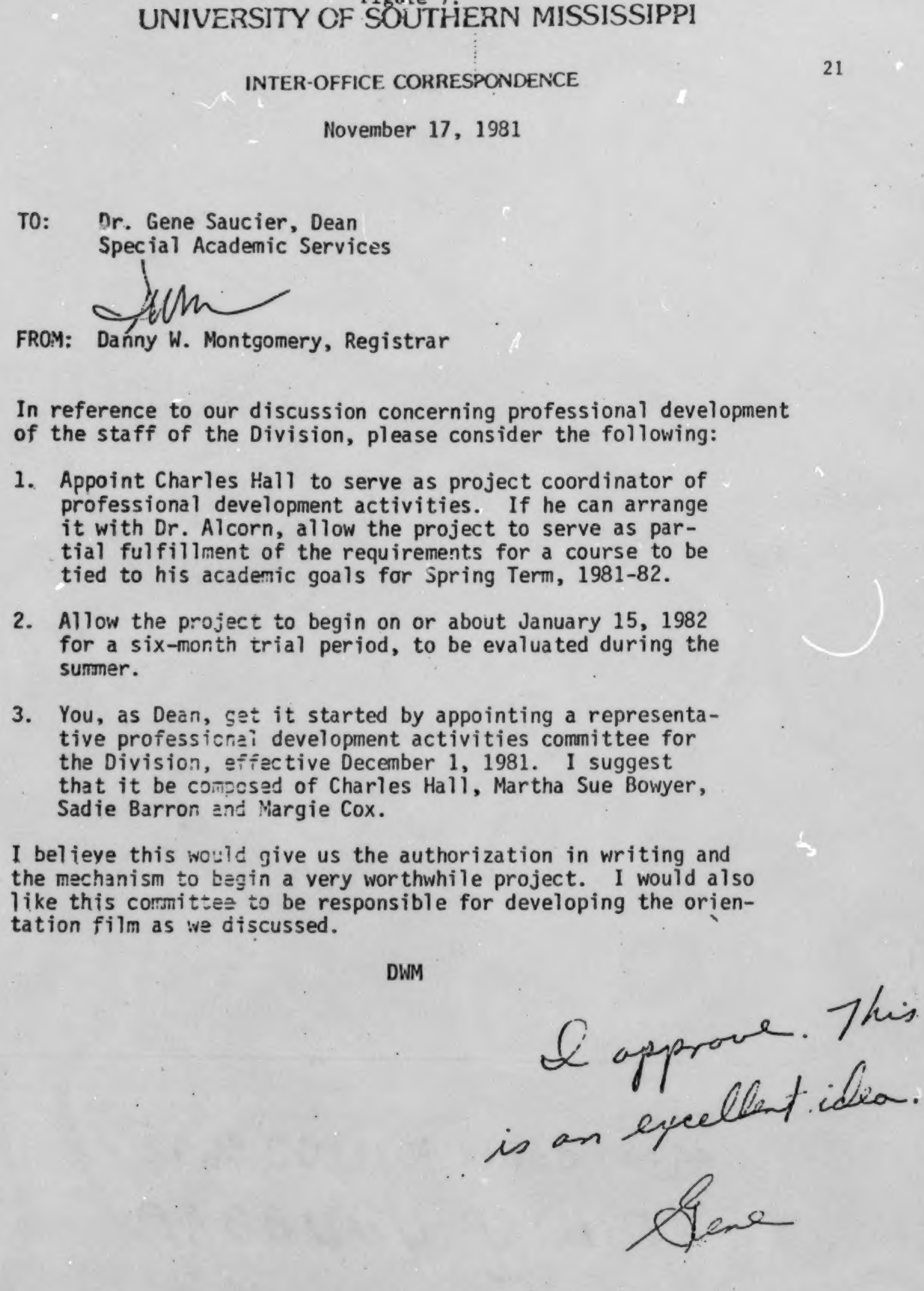
Mr. Hall proposed and briefly outlined the consultation process. Dr. Saucier reviewed and agreed to the provisions of the consultation contract, which explicitly provided official sanction (i.e., freedom of movement within division, and access to necessary personnel and records), confidentiality, and observance of APGA Ethical Standards.

Mr. Hall highlighted the models and techniques involved in the total process. Dr. Saucier indicated his support and confidence in the project. He also commented on his particular interest and the importance of inclusion of a "new employee orientation" module (i.e., an audio-visual presentation). Mr. Hall presented the dean with a protype divisional newsletter, of which he seemed pleased. Dr. Saucier noted that he has over time given some serious thought to the usefulness of such an instrument.

Without further business, the meeting adjourned. It was agreed that both parties would meet again Thursday, April 15, at 2:00 p.m.

Respectfully submitted: Charles W. Hall
Recorder

Figure 7.



UNIVERSITY OF SOUTHERN MISSISSIPPI

INTER-OFFICE CORRESPONDENCE

November 17, 1981

TO: Dr. Gene Saucier, Dean
Special Academic Services

FROM: Danny W. Montgomery, Registrar

In reference to our discussion concerning professional development of the staff of the Division, please consider the following:

1. Appoint Charles Hall to serve as project coordinator of professional development activities. If he can arrange it with Dr. Alcorn, allow the project to serve as partial fulfillment of the requirements for a course to be tied to his academic goals for Spring Term, 1981-82.
2. Allow the project to begin on or about January 15, 1982 for a six-month trial period, to be evaluated during the summer.
3. You, as Dean, get it started by appointing a representative professional development activities committee for the Division, effective December 1, 1981. I suggest that it be composed of Charles Hall, Martha Sue Bowyer, Sadie Barron and Margie Cox.

I believe this would give us the authorization in writing and the mechanism to begin a very worthwhile project. I would also like this committee to be responsible for developing the orientation film as we discussed.

DWM

I approve. This is an excellent idea.

Gene

committee consisted of the following planning steps (Cochran, 1982):

1. Forming a voluntary and representative planning group from within the organizational unit to be studied (i.e., committee);

2. Facilitate/direct group discussion to clarify organizational issues to be assessed for underlying causes (i.e., general problems and basic needs); (figure 8)

3. Facilitate/direct selection of assessment methodology to be used in data collection effort (i.e., needs assessment strategy);

4. Administering selected instruments to organizational units and past-administrative scoring (i.e., survey questionnaire);

5. Data interpretation to include trend, subgroup and subcomponent analysis (i.e., needs assessment report);

6. Dissemination of results to organizational units for consideration (i.e., review process);

7. Draft recommendations in the form of an action plan (i.e., published formal report);

8. Present recommendations and action plan to the organizational unit (i.e., proposed program);

9. Evaluate organizational response to data analysis and decide if additional data is required;

10. Recycle or repeat ten step process as necessary until relevant facts surface (i.e., annual revalidation).

Abstract

The purposes of this investigation were twofold: first, to conduct an exhaustive study and impart professional knowledge (i.e., to demonstrate the underlying relationships of professional philosophical points of view and their impact upon formalized institutional policy (sanction), and its inevitable efficacy to satisfy organizational and employee needs (realized); to appreciate the effectiveness of external/internal consultation practices, and the value of independent judgments rendered on organizational health, and the inevitable political realities of influence and allocation. Secondly, to publish a (prototype) scholarly document providing a realistic rationale (based on intensive specialist level internship), while at the same time filling a professional void in the literature, relating to the practical technology and mechanics of constructing a comprehensive, but valid, program of professional and personal growth development experiences. This professional development procedural guide to organizing and administering programs, contains three valuable appendixes: selected developmental models; a collection of functional program planning documents and exhibits; a inventory of practical professional resources; and a comprehensive bibliography of related Student Personnel literature supporting personal development. It is hoped this presentation will facilitate and inspire professional research, writing and membership interaction toward these ends in the field of Student Personnel Work.

Figure 8.

COMMITTEE AGENDA

APRIL 12TH, 1982

I. COMMITTEE'S CHARGE .

- * COMMITTEE'S CHARTER DEVELOPMENT (DSA MODEL)
    - = STAFF DEVELOPMENT PURPOSE & OBJECTIVES
    - = STAFF DEVELOPMENT GOALS
- * INTER-DIVISIONAL COMMUNICATIONS
    - = DIVISIONAL DEADLINES
    - = PERSONNEL CHANGES & RECOGNITIONS
- * ADMINISTRATIVE PROCESS REVIEW
    - = PROGRAM ENROLLMENT
    - = PROGRAM CERTIFICATION

II. DIVISIONAL NEEDS IDENTIFICATION

- * IDENTIFY NEEDS AREAS (CONSENSUS MODEL)
- * INSTRUMENTATION DEVELOPMENT & PILOT TEST
- * ORGANIZATIONAL NEEDS ASSESSMENT SURVEY
- * ASSESSMENT REPORT AND RECOMMENDATIONS

III. NEXT MEETING

- * COMMITTEE'S CHARTER & BY-LAWS
- * COMMITTE'S ASSESSMENT REPORT

Needs Assessment Guidance and HRD

At this point, consultation becomes the guiding and directing momentum behind the needs assessment strategy, seeing its developed on through to its conclusion. The committee carried the burden of defining, focus, setting objectives, designing, conducting the pilot test, and then when the final instrument was ready, administered the survey to the targeted population (Moore, 1980).

In designing and carrying out the Needs Assessment strategy, the consultant recommended the Moore's Eight Step Model (Moore, 1980), which we shall discuss only briefly (for a more detailed examination of this model see Appendix A or for a more general discussion on needs assessment, Hall, 1981b, or New Directions in Continuing Education, No. 7, 1980), and the eight steps are as follows:

1. Identification of a problem
2. Development of a plan
3. Establishment of an implementation mechanism
4. Definitions of data requirements
5. Identification of data sources
6. Collection of data
7. Analysis of data
8. Reporting

The committee conducted the pilot test using 27 samples (figure 9). Upon reviewing the responses and recommendations provided the survey instrument (questionnaire) was slightly modified. The committee

RESULTS OF REGISTRAR'S OFFICE SURVEY

UNIVERSITY OF SOUTHERN MISSISSIPPI

Figure 9

INTER-OFFICE CORRESPONDENCE

November 3, 1981

TO: Office Staff

Charles W. Hall

FROM: Charles W. Hall, Assistant Registrar

SUBJECT: Staff Development Survey PILOT PROJECT TALLY

Please complete the following items to reflect your personal and individual wants and needs, as they pertain to improvement and development training to be conducted by this office. Please check each item you are in favor of:

I. Preferences (check all that apply) (N=27)

1. Time of day preference for participation?

★ 18 a. Morning
3 b. Extended Lunch Hour (brown bagging lunch)
6 c. Afternoon
– d. Evening
– e. Other: NONE

2. Preference for place of training?

★ 17 a. Registrar's Office
3 b. Dining Room
6 c. Class Room
– d. Other: NONE

3. Preference for a specific type of presentation?

★ 13 a. Discussion
8 b. Film and Discussion
– c. Formal presentation by guest speaker
3 d. Formal presentation by staff or faculty
3 e. Workshop practice
– f. Social gathering
– g. Other: NONE

4. Preference for length of training?

7 a. 30 minutes
★ 12 b. 45 minutes
7 c. 60 minutes
– d. Other: NONE

5. Checklist of potential topics (N=27)

a. Developing skills:

• 13 1. Time management at the office
★ 20 2. Communication skills
12 3. Memory skills
9 4. Assertiveness
12 5. Personal time management
12 6. Conflict resolution
12 7. Working through the System
• 13 8. Coping with stress
10 9. Composing letters and memos
7 10. Career advising
4 11. Personal financial planning
6 12. The Art of referral
9 13. Persuasion skills for use in the job
11 14. Increased typing proficiency
• 15 15. Job management
10 16. The Art of telephone communication
• 13 17. Leadership skills
8 18. Self-motivation
6 19. Management by objective

b. Acquiring Information:

3 1. University Budgeting and finance
6 2. Future of USM student personnel degree program
• 13 3. New office machines
2 4. University purchasing policies and procedures
12 5. University personnel policies and procedures
• 16 6. Promotion/job advancement
12 7. Performance evaluation criteria
★ 18 8. Introduction to computers
8 9. History of the Registrar's function
3 10. Trends and issues of the Mississippi Association Collegiate Registrars and Admissions Officers.
7 11. Professional development and professional associations
10 12. Role and function of University Computer Center
11 13. Role and function of Division of Special Academic Services
10 14. Role and function of USM

c. Increasing Awareness:

7 1. Diversity of student lifestyles
8 2. Ethical issues in student personnel work
12 3. Impact of the Privacy Act
9 4. Cultural/ethnic differences and how to respond to them
6 5. Security of Process and Product
★ 25 6. Registration Process and Procedures
• 18 7. Academic record Process and Procedures
• 20 8. Degree certification Process and Procedures
13 9. Student Data Management Process and Procedures

II. Personal and Prfessional Needs not addressed above

1. I have the following specific professional or occupational needs I would like to have addressed:

a.

b.

c.

d.

2. I have the following specific personal job related needs I would like to have addressed:

a. -1 CAMPUS TOUR

b.

c.

d.

3. Any additional comments or suggestions? - 3

IMPORTANCE OF WORK RELATIONSHIPS, IN-SERVICE TRAINING, AND THIS SURVEY.

4. Are you now or do you plan to pursue an academic degree? (N=27)

15 yes 12 no

NAME - 27

Population Sample:

ADMINISTRATORS - 2

SUPERVISORS - 4

CLERKS
SECRETARY
OPERATORS
RECEPTIONIST } - 14

STUDENT WORKERS - 7

27

published the instrument, numbered them consecutively, arranged for division-wide administration and issues questionnaires to participants. Administration took approximately 5-10 minutes, with the entire survey completed in less than one hour (figure 12) (Borg & Gall et al., 1979).

Upon completion of the survey, the documents were referred to the consultant for analysis and reporting (the last two steps of Moore's Model, 1980). These results can be seen in figure 12, which demonstrates the perceived preferences, needs and establishes trend directions.

To retrack just a little, the committee did consult during its exploratory sessions the works of Beach (1980), Knowles (1975) and Stoner (1978) for clues and criteria in determining general and specific needs (Appendix D).

The needs assessment strategy is also a vital imput, mainstay and long considered an essential ingredient to the process of Human Resource Development (used principally for business and industry) (Lippitt & Jamieson, 1982). Once the analysis is completely reviewed by the committee and CSPO for corrections or modifications (e.g., changes, additions or deletions), the report is then published and distributed to the staff (i.e., target population) for their information. Myers (1979) proposes a nine step process for dissemination of the survey results. Since this could be classified as a form of quasi-action research, the analyst might consult the competencies of research (Worthen, 1975).

Now, at last, the committee has (at the bare minimum) a tentative and validated needs document which will serve as the foundation of the proposed program of development. This concludes the needs assessment phase for this period, and as suggested by Step 10 of Cochran's (1982) planning model, the process should be recycled (repeated) at least annually, to keep the program current.

Even though the assessment phase has ended, the consultant process continues, with the consultant shifting roles again from directing to one of advising and serving as resource person to the Program Coordinator/Specialist, the committee and the CSPO. Usually, at this point the consultant would have accomplished their investigative role, concluding their active participation in the process with a final tentative report to the CSPO and assembled staff. In accordance with their contract, the consultant would file a formal written report of findings and recommendations with the CSPO within thirty days. The consultant generally continues in the role of resource person with the organization or committee indefinitely (Caplan, 1970).

Program Administration

Coordinator's Role and Responsibility

In this particular situation, the Program Coordinator or Specialist is appointed and responsible directly to the CSPO (Davis & McCallon, 1975a/b; Gross, 1963; Miller, 1975), while at the same time serving as Chairperson (figure 10 and reference notes) on the Professional Development committee (i.e., PPGC). The position can be voluntary, part-time or full-time, staff or faculty - though the literature indicates (Scott, 1978) that a number of institutions have full-time manager, while one school reports of having a quarter time faculty as manager.

McDaniel (1972) points out that such an administrator should have a sound background *(Fresina & Kerr, 1977) in business management or educational administration, with a favor for policy formulation, relationship building, effective as a change agent, and discrete skills in problem solving, decision making and research (Worthem, 1975).

The Professional Development Committee of American Society of Training and Development (ASTD) concluded in its 1979 report that the program manager should be capable of demonstrating the following nine general categorical competencies (consisting of some 115 specialized competencies) as follows:

1. Analyzing needs and evaluating results
2. Designing and developing training programs and materials
3. Delivering training and development programs and services
4. Advising and consulting
5. Managing training activities
6. Maintaining organizational relationships
7. Doing research to advance the training field
8. Developing professional skills and expertise
9. Developing basic skills and knowledge

Beatty (1980) and Rose (1966) see the general and more specialized program responsibilities as follows: Generally:

*not listed in references

1. To publish an organization newsletter (Cutlip & Couter, 1978)
2. To conduct faculty & staff orientations (Beach, 1980)
3. To design a program guide (Cutlip & Couter, 1978)
4. To conduct an annual gathering for recognition (Scott, 1978)
5. To solicit small grant funds for innovation (i.e., NCSU, 1979)
6. To establish task forces for common need (figure 10)
7. To provide informational seminars on program (Stamatakos & Oliaro, 1972)
8. To establish a participant service center (Herron, 1970)
9. To maintain and direct program committee (figure 10)

and more specifically in terms of program:

1. Establish need requirements (Moore, 1980)
2. Promote attendance policy (Rose, 1966)
3. Identify content skills to satisfy needs (Rose, 1966)
4. Identify training resources (Appleton et al., 1978)
5. Propose development activities (Boone & Quinn, 1967)
6. Facilitate instruction process (Davis & McCallon, 1975a; Knowles, 1975)
7. Coordinate and report evaluation (Kirkpatrick, 1979)

Committee Chairperson

In the role of committee chairperson the duties and functions are less discrete and more ambiguous. Principally, the chairperson's duties (as authorized by the Charter and By-Laws, figure 10) are simplistic, but could become more time consuming than in the capacity

Figure 10.

CHARTER AND BY-LAWS
FOR
PROFESSIONAL STAFF DEVELOPMENT PROGRAM
Division of Admissions and Special Academic Services
University of Southern Mississippi

I. Authority: "Establishment of a Professional and Personal Growth Committee (PPGC)"

In January, 1982, Dean Saucier contracted a Professional Development Specialist/Consultant to be charged with the responsibility of conducting a divisional study and recommending to him an appropriate structure. In April, 1982, Dean Saucier reappointed a Professional and Personal Growth Committee of five staff members and charged them with the responsibility of recommending and implementing a program of activities to facilitate the development of the professional staff within the Division of Admissions and Special Academic Services.

II. Definition of Staff Development

Staff development is an organized program of continuing education opportunities designed to enhance the knowledge, competencies and skills of the professional staff in order that they may provide better services to students, co-workers, and to the University community as a whole.

III. Philosophy of Staff Development

We live in a world of change. There are constant changes in values, theories, and laws of society as well as in policies, procedures, and regulations. The student population at USM constantly changes and their abilities and interests vary from year to year. The assignments and responsibilities of the offices in the Division of Admissions and Special Academic Services are constantly undergoing redefinition and reorganization. New ideas, programs, and theories of greater effectiveness that are of value to the student or student groups are continually developing. New staff members join departments and take on new responsibilities. In order to fulfill their responsibilities, staff members of the Division need to be knowledgeable of new ideas and programs in their fields of interest and to remain aware of student needs and interests. Many staff members desire to gain experience, to widen horizons, and participate in situations of professional growth for greater job satisfaction.

IV. Nature and Purpose of Staff Development

Staff development is important because it will assist in providing more responsive student-staff relationships; it will uncover problem areas at all levels; and it will provide the opportunity for input in problem solving.

Staff development can be helpful to the staff by creating an awareness of personal goals and objectives; by clarifying functions of each person within the program as a whole; by increasing opportunities for professional growth; and, by allowing opportunities for staff members to be better informed.

For students, staff development will provide the opportunity for more accurate referrals, wider distribution of accurate information, reduction of red tape "run-around," and increased personal services.

Departments within the Division should benefit from staff development through opporutnities to increase efficiency, to open new lines of communication, to unite efforts toward common objectives, and increase abilities to see relationships among the different units.

The results of staff development to the Division as a whole would be realized through providing greater efficiency and commitment to the overall University mission.

V. Objectives of Staff Development

A. Improving communications at all levels by informing and clarifying, for both new and continuing staff members, the general policies, philosophies, and goals of the University, the Division, and its individual departments.

B. Helping staff members keep up with, and actively pursue, new concepts, issues, and skills.

C. Informing and clarifying for staff members the changes in procedures, regulations and laws that affect students and staff members (e.g., internal University and Board of Trustees policies and procedures, state and federal laws, policies and procedures, etc.).

D. Creating an opportunity for the Division of Admissions and Special Academic Services to work together as a team.

E. Creating a formalized system of professional staff evaluation which will assist in the improvement of individual performances and the rewarding of superior performances.

VI. Overall Goals of Staff Development

A. To increase focus and attention upon the individual student;

B. To accumulate knowledge through personal and sponsored research done by undergraduate, graduate, advanced graduate, staff members and faculty;

C. To emphasize the importance of producing, publishing, and utilizing knowledge gained through practice and research;

D. To improve relationships between the academic and non-academic communities through the services provided;

E. To provide those student-related services and activities that are needed by students to attain desired educational outcomes and by the University to create and sustain an exciting, stimulating, and significant educational environment;

F. To provide coordination of effort and efficiency of operation within all areas of the Division;

G. To make available quality continuing education to staff members in keeping with the role and nature of the University;

H. To continue the strong emphasis on career and professional education.

VII. By-Laws for Professional and Personal Growth Committee

A. Duties

The primary duty of the Professional and Personal Growth Committee will be to serve a catalyst role in the initiation and/or implementation of organized professional and personal growth activities in the Division of Admissions and Special Academic Services subject to the approval of the Dean.

B. Membership

Because professional growth is a matter involving all staff within the Division of Admissions and Special Academic Services, a committee of five shall be appointed, with each department having a representative on it. The committee shall be appointed/reappointed each April (to serve from May 1st to April 30th of the next year) upon the recommendation of the Chairperson (coordinator), to the Dean for final approval.

C. Officers

The Chairperson (coordinator) of the Professional and Personal Growth Committee will be the only officer.

1. The Chairperson (coordinator) will be selected by the Dean from the five members.

2. The duties of the Chairperson (coordinator) are as follows:

   Serve as a liaison between the Dean and the Committee and keep the Dean informed of Committee work.

   Call and chair all Committee meetings.

   Coordinate the recording, preparation, and distribution of minutes of Committee meetings.

   Establish subcommittees as necessary to develop and execute the goals and objectives of the Committee.

D. Standing Sucommittees

Standing Subcommittees will be appointed by the Chairperson as needed and for a period of time to be determined by the Chairperson.

E. Meetings

Committee meetings shall be called as often as deemed necessary by the Chairperson with the stipulation that there shall be no less than two meetings each semester.

The aforesaid Charter and By-Laws are hereby ratified by the undersigned this 15th day of April, 1982. Upon ratification, this document shall serve as the foundation of the Professional Staff Development Program and its related committee.

Gene Saucier
Dean

Margie Cox
Committee Member

Charles W. Hall
Chairperson

Sadie C. Barron
Committee Member

Martha Sue [illegible]
Committee Member

of Coordinator. Specifically, the chairman serves as advisor to the Chief Administrator of the division; provides leadership, guidance and direction to the committee; appoints standing and ad hoc subcommittees (e.g., assessments, orientation, communications, clerical tasks, etc.); to serve as a liaison with external resource person (faculty, staff, professional associations-standards committees, etc.); and even to provide and receive informal feedback to and from the staff.

Other duties relegated to the administrator/chairman in a comprehensive program would include record-keeping (Stauf, 1979, long-range planning (Priest et al., 1980), budgeting (Miller, 1975), guidance (Mickelson et al., 1977), and service referrals (Carey et al., 1978), and last, but certainly not least, overall accountability (Crabbs & Crabbs, 1977).

One last note might be fitting here. An individual assuming the duties of a training coordinator can procure commercial training in this role through LEARCOM, a Boston based company for about $650.00 and covering three days, or if you are interested in professional development training, Eastern Texas State University offers a HRD emphasis in their doctoral program (according to the September 3, 1981 issue of Guidepost (APGA)).

Documentation, Audits and Accountability

This program, like any other, requires attention to administrative details which seems to be unavoidable. Record-keeping is a first priority, a (more or less formal) procedure must be established to handle employee enrollments (that intangible commitment) (figure 11). This record was designed to facilitate the necessary approvals (managerial support), identify and preference data of employees, their interest in presenting a topic(s), and a permanent record (covering three years) of participation, certification, and service. (This record is initiated only once - while enrollment is repeated annually) (Stauf, 1979). From this point on, session attendance rosters (sign in sheets) (figure 12) are used to certify record sheets.

Those employees who state an interest in presenting a topic are entered into a content/presentor (cross-reference) card file (i.e., 3x5 index cards). As each annual program is developed, the card file is searched and updated for those presentations; if a card/presenter exists in-house they are notified, and their program presentation is coordinated at least sixty - ninety days in advance.

Depending upon the completion criteria set by the committee for awarding completion certification (figure 13), the individual enrollment/participation record sheets (figure 11) are audited annually, and those staff members qualifying are issued a certificate at the annual gathering of the division. The documentation and auditing aspects will be further discussed in each of the following functional areas.

The concept of accountability is a whole new ballgame, but one that could prove very beneficial to a development program in terms of recorded effectiveness and institutional resource allocations (Crabbs and Crabbs, 1977; Dykstra, 1973). The accountability addressed here

Figure 11.
Professional and Personal Development Program
Participation Record

Name: ____________________ SSAN: ______________ Dept. ______________

PROGRAM YEAR ___-___ ATTENDANCE:

Jan ____ Feb ____ Mar ____ Apr ____ May ____ Jun ____ Jul ____ Aug ____ Sep ____

Oct ____ Nov ____ Dec ____ Other PPD Activities: ______________________________

____

Certificate Presented: ___________ Total Hours: ____ Served as Presentor: _________

PROGRAM YEAR ___-___ ATTENDANCE:

Jan ____ Feb ____ Mar ____ Apr ____ May ____ Jun ____ Jul ____ Aug ____ Sep ____

Oct ____ Nov ____ Dec ____ Other PPD Activities: ______________________________

____

Certificate Presented: ___________ Total Hours: ____ Served as Presentor: _________

PROGRAM YEAR ___-___ ATTENDANCE:

Jan ____ Feb ____ Mar ____ Apr ____ May ____ Jun ____ Jul ____ Aug ____ Sep ____

Oct ____ Nov ____ Dec ____ Other PPD Activities: ______________________________

____

Certificate Presented: ___________ Total Hours: ____ Served as Presntor: _________

Professional & Personal Development
ENROLLMENT APPLICATION

Date: ____________

Name: ____________________________ (As to appear on Completion Certificate)

Position: ____________________ Department: ________________________

Attendance Preference: A.M; P.M. Group Preference: MGT PROF SUPERV CLERICAL

Please enroll me in the division's 19__-__ Professional & Personal Development Program.

X________________________ Approved: X________________________

Applicant's Signature Supervisor's Signature

P.S. Would you like to serve as a Presentor for this year ? Yes No
If Yes: Topic/Subject ____________________________

Attendance Figure 12.

"Effective Office Worker Series" 3/19/82

Sessions 1 & 2

	Name	Dept
1.	Susan Loftin	Registrar
2.	Kay Speirs	"
3.	Pat Snoddy	"
4.	Peggy Runnels	"
5.	Eva Murphy	"
6.	Iris L. Ratcliff	"
7.	Kathy Bartlett	"
8.	Merleen Gobbelt	"
9.	Margaret Jackson	"
10.	Mary Walters	"
11.	Deborah Blackwell	"
12.	Dorothy E. [illegible]	"
13.	Virginia Parker	Special Academic Services
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Charles W. Hall
Presenter

Figure 13.

DIVISION OF ADMISSIONS AND SPECIAL ACADEMIC SERVICES

UNIVERSITY OF SOUTHERN MISSISSIPPI

CERTIFICATE OF COMPLETION

____

This is to certify that the above named employee has satisfactory participated in the division's

PROFESSIONAL AND PERSONAL DEVELOPMENT PROGRAM

for the training year 19__ - __

____

________________________	________________________
Dean Division of Admissions and Special Academic Services	Coordinator Professional and Personal Development Program

Figure 14.

A FACT SHEET ON PROFESSIONAL DEVELOPMENT

Educational Orientation

What is Professional Development?

(Beeler, 1975)

"It is in-service, continuing education and/or staff training, with a format designed to enhance the competencies, skills and knowledge of individuals, so they can provide better services to their clientele (students and colleagues)."

(Saline, 1977)

"It is a state of (individual) readiness to be and to become." Readiness means: our current capability to perform; the state of our self-esteem; and our preparation for future growth. (A process and environment)

(Carpenter & Miller, 1981)

Four stages of professional development:

1) Formative (Graduate or paraprof.)
2) Application (Entry)
3) Additive (Intermediate)
4) Generative (Advanced)

What are the Objectives of Professional Development?

(Appleton, Briggs & Rhatigan, 1978)

1) Improve communications, increase knowledge and perspective.
2) Improve and upgrade (competencies) work skills.
3) Providing continuing educational opportunities.

Why Professional Development is Desirable

1) The inadequate or unrelated preservice education of many in student personnel work underscores the importance of in-service education.

5) Study topics and activities should reflect both immediate and long-standing issues which face the staff, institution, and student personnel work as a profession.

6) It should utilize the knowledge and skill of the program participants as well as that of consultants and other resource personnel.

7) Opportunities should be made to allow the application of new knowledge and increased understanding of theory and technique, to programs and services of the institution.

8) It should be continuously planned, conducted, and maintained during a regularly designated time in the normal work schedule of the staff.

9) It should be continuously evaluated with the program participants playing a major role in the evaluation.

10) Responsibility for initiating, implementing, and directing an in-service education program should rest with one individual (preferably the chief student personnel officer).

Type by Level of Professional Development Activities

1) Employee: a. Professional Reading
    b. Professional Research
    c. Professional Writing
2) Office: a. On-the-Job Training
    b. Coaching and Supervision
3) Department a. Staffings
    b. Internal Process & Procedure Discussions
    c. Performance Appraisal
4) Division a. Directors Meetings
    b. Professional Development Program (PPGC)
        *Workshops, Seminars, Group Discussions
        *New Employee Orientation

*News Quarterly

*Divisional Surveys & Program Evaluations

5) Institution: a. Local Chapter Gatherings (AES)
    b. Faculty & Senior Administrator Workshops (TLRC)
    c. Academic Coursework
    d. Continuing Education & Extension
    e. Career & Personal Guidance Services (UCS)

---

6) Regional: a. State Association Meetings (State Issues)
    b. Area Association Workshops & Conferences
    c. Agency & Vendor Seminars

7) National: a. National Association Conventions (National Issues)
    b. Summer Institutes

Benefits of Professional Development!

(Miller, 1975)

1) To develop specific skills and competencies.
2) Exposure to new and varied approaches and resource allocation.
3) Exchanging ideas and solutions to common problems.
4) Opportunities for personal growth and introspection.
5) Opportunities to interact with and get to know associates in the field (Division/Institution/in Region, etc.)
6) To explore theoretical concepts, develop understanding and practical applications.
7) An opportunity to contribute one's own knowledge and experience to process.

For Local P.D. Purpose, Objectives and Goals (See PPRC Charter & By-Laws)

Sponsored by:

Professional & Personal Growth Committee
Division of Admissions and Special Academic Services
University of Southern Mississippi

first assumes that the coordinator is fully responsible for the efficient functioning of the program; that the coordinator will document and evaluate the product and process continually - making regular reports (i.e., monthly and annually) to the CSPO; and lastly, to stress planning, budgeting, and use of local resources to keep economy uppermost in the program. This effectively leads us into a discussion of planning and budgeting.

Planning and Budgeting

Planning is a very valuable concept (if not a critical one in programming and development) and exists on a continuum from a daily plan to intermediate ones of monthly/annual to long-range ones up to five or more years (generally referred to as forecasts) (Priest, Alphemaar & Boer, 1980; Stoner, 1978; Surviving the Eighties, 1980; and Thompson & Borsari, 1978).

Ideally, our first attempt at planning could have been most effective, if it had been used in the developing of this program (particularly, if we had had previous experience at administering this type of project) and could draw upon ready-referenced benchmarks for establishing our initial calendar and checkpoints(figure 29). One tool which could have aided us in this endeavor would have been the concept of PERT Network planning, whose goal is to establish a critical path analysis, which in turn, establishes key program development checkpoints and the planned and actual time limits for the project (Stoner, 1978).

Two documents, the activity checklist and the Planning Budget, have been designed to aid in program planning (figures 15 & 16). The

- Participants
- Presentor

Fri 16 Apr 10-11
2-430

Professional and Personal Development Program
Activity Checklist

Figure 15.

	Key Contact	Financial			Planning				
		Total Costs	Budget Source	Fund Type:	Initial	Status	Confirm	Problems	Disc/Quan. Comments:
1. Instruction:									
a. Presentor(s)	C. Hall	27.30	REG	I	3/25/82	OK	4/1/82		Discussion 3.5 hr.
b. Overlays	NA	- 0	-						
c. Handouts	C. Hall	3.-	REG	I	3/31/82	OK	4/2/82		3 Outline/Introduction
d. Training Aids	NA	- 0	-						
e. Reference Materials	C. Hall	4.-	REG	I	4/16/82	OK			3 (Discussion Outlining)
f. Evaluation Materials	C. Hall	1.75	REG	I	4/12/82	OK			20
g. Participation Rosters	C. Hall	.04	REG	I	4/16/82	OK			1 @ Group
h. Recognition Certificates	---	NA							
i. Other	---	NA							
2. Facilities:									
a. Room Reservations	Ruby Ricks	16.68	— DIV	I	3/25/82	OK			4.5 hrs. Sem B Conf Rm 200 GL
b. Tables & Chairs	Ruby Ricks	NC	DIV	I	3/25/82	OK	-	-	Seat 15
c. Lecturn	Ruby Ricks	NC	DIV	I	3/25/82	-	-	None	
d. Projector/Carrousel	Ruby Ricks	NC	DIV	I	3/25/82	OK			16 mm
e. Cassette Play	NA		-	-	NA				

			Costs	Source	Type:	Initial	Status	Confirm	Problems	Comments:
f.	Screen	Ruby Ricks	NC	DIV	NA	3/25/82	OK			
g.	Chalk	Bookstore	.50	REG	C					
h.	Chalkboard	NA	-							
i.	Eraser	NA	-							
j.	Takeup Reels	Ruby Ricks	NC	DIV	NA	3/25/82	OK			2-12"
k.	Extension Cords	Ruby Ricks	NC	DIV	NA	3/25/82	OK			1-10"
l.	Scratch Pads	M. Morrell	1.50	REG	I					15
m.	Pencils	C. Hall	2.25	REG	I	4/16/82	OK			15-No2 Sharpened
n.	Refreshment	(Union Service)	(12.00)	NA	NA					(College Hall-BOB)
o.	Other	-	NA							
3.	Training Supplements:									
a.	Film Reservations	Mary Anderson MRDC	2.71	REG	I	4/7/82	OK	4/14/82	-	6 Films (Tel.5 mins)
b.	Transportation/ Shipment (Receipt & Return)	M. Morrell	4thcl 2.50	REG	C	4/19/82				6 Films
c.	Consultants	-	NA							
d.	Other	-	NA							
4.	Publicity:									
a.	Notice Preparation	(Proposals) C.Hall/M.Morrell	1.00 3.80	REG	I	3/25/82	OK	3/25/82		Proof on white (1 hr)
b.	Notice Distribution	(Typist) M. Morrell	3.50	REG	I	3/26/82	4/5/82			10 Mgt/25 Clerical

		Costs	Source	Type:	Initial	Status	Confirm	Problems	Comments:
c. Announcement Posters	M. Morrell	1.75	REG	I	3/31/82	OK	4/2/82		10 Mgt/25 Clerical
d. yellow Newsletter Article	C. Hall/M. Morrell	2.70 (@ .09)	REG	I	4/1/82	OK	4/15/82	Trial	30 Samples/Yellow
e. prep-time Other	C. Hall	27.30	REG	I					3.5 hrs.
TOTAL									

			Costs	Source	Type:	Initial	Status	Confirm	Problems	Comments:
5.	Other: Admin									
	a. Committe Materials	C. Hall	12.50 (@.10)	REG	I	-	-	-	-	5x(25)
	b. Needs Assessment	C. Hall/M. Morrell	14.96 (@.75)	REG	I	-	-	-	-	20x(17)
	c. PPG Charter & By-Laws	C. Hall/M. Morrell	6.80 (@.14)	REG	I	-	-	-	-	50x(4)
	d. Evaluation Report	C. Hall/M. Morrell	7.92 (@.40)	REG	I	-	-	-	-	20x(9)
	e. Assessment Document	C. Hall/M. Morrell	10.32 (@.15)	REG	I	-	-	-	-	20x(4) Pilot 50x(4) Actual

Figure 16.

Professional & Personal Development Program
Planning Budget

	Disc. Item	Budget Source	Fund Type	Quan/Disc Term	Annual:	÷ 12 Pro-Rata
01 Personnel:						
a. Presentor(s)	1 (12)	REG	I	7.80x5x12	468.00	39.00
#b. Administration	5	DIV	I	32.55x24 est.	781.20	65.10
c. Consultants	N/C	-	NA	-	0	0
d. Participants (1-9)		DIV	I	x12	1560.60	130.05
e. Other (10-15)		DIV	I	x12	1456.80	121.14
					(4266.60)	(355.29)
02 Supplies:						
a. Printing	Publicity	DIV	C	6.20x12	74.40	6.20
b. Copying	Publicity	DIV	C	4.50x12	54.00	4.50
***c. Expendables	(See Notes)	DIV	C	(See Notes)	68.50	5.71
d. Other	-	-	-	-	0	0
					(196.90)	(16.41)
03 Communications:						
a. Telephone	H'Burg-Jax	REG	C	2.71x12	32.50	2.71
b. Postage.	H'Burg-Jax 4thcl	REG	C	2.50x12	30.00	2.50
c. Other	-	-	-	-	0	0
					(62.50)	(5.21)
04 Facilities:						
a. Classroom	1-Large	Union	I	3.75x5x12	225.00	18.75
b. Electricity	N/C	-	-	-	0	0
c. Heat/AC	N/C	-	-	-	0	0
d. Equipment	N/C	-	-	-	0	0
e. Refreshments	(20 cof/10 cola)	Union	C	12.00x12	144.00	12.00
f. Other	-	-	-	-	0	0
					(369.00)	(30.75)

J5 Training:		Item	Source	Type	Term	Annual:	÷ 12 Pro-Rata
** a.	Instructional Materials	(See Notes)	DIV	I/C	(See Notes)	192.-	16.00
b.	Film Rentals	1	DIV	C	100x1	100.-	8.33
* c.	Instructor Prep	WS	DIV	S	+785 595.00x1	1380.-	115.00
* d.	Administrator Prep	WS	DIV	S	785 650.00x1	1435.-	119.58
e.	Professional Affiliation	ASTD	DIV	S	10.chap 100.ASTD	110.-	9.17
f.	Other	-	-	-	0	0	0
						(3217.00)	(268.08)
						(8112.00)	(675.74)

Explanation:

Overhead

* Wages (3da)	= $185
Travel (Air)	= $300
R&B (3da)	= $300
	$785

Transparency	(.40)x20	= 8.-
Handouts	3.-x12	= 36.-
Tng Aids	20.x1	= 20.-
Ref. Mat.	4.x12	= 56.-
Eval. Mat.	1.75x12	= 21.-
Att. Roster	.04x12	= 1.-
Certif.	.50x100	= 50.-
		192.00

Chalk	.50x12= 6.00
Pads	.10x250=25.00
Pencils	.15x250=37.50
	68.50

#Level 1-7
1-10
2-11
1-12

06 Organizational:		Item	Source	Type	Term	Annual:	÷ 12 Pro-Rata
a. Planning	(01a)	1	REG	I	7.80x80	624.00	52.00
	(01c)	NA	NA	NA	-	0	0
b. Printing	(02a)	3	REG	I	Prog. Info.	40.00	3.33
c. Copying	(02b)	1	REG	I	Misc. Info.	12.50	1.04
d. Expendables	(03c)	MISC	REG	C	Misc.	50.-	4.17
e. Conf. Room	(04a)	1	REG	I	1.88x10	18.80	1.57
f. Admin Prep	(05d)	1	-	-	200.-x1	200.-	16.67
g. Instr Prep	(05c)	NA	NA	NA	-	0	0
						(945.30)	(78.78)
						(9057.30)	(754.52)

Type: I (In-Kind)
C (Cash)
S (Sp. Funding)

activity checklist permit planning of each session in detail while at the same time capturing costs data. The planning budget sets permit itemizing cost data on a session or monthly term or even annual basis. The checklist on the other hand, is necessary in facilitating the coordination phase of each session. It provides the name of the contact person for each item, the planning status (three checks), a warning flag space for trouble (to call specific attention to it), and a comments area for explanations, when complete provides a historical document (Miller, 1975).

Moving to the next level of planning, that which is done on an annual basis. According to the publication, Surviving the Eighties (1980), it is recommended that the annual planning document be compared at least seven elements: a mission statement; a statement describing the external environment (currently); a statement describing the internal environment (currently); a statement concerning internal assumptions (future); a foundation plan; an itemized budget; and a plan for continuous evaluation.

To expand upon these recommendations, Priest, Alphenaar and Boer (1980) concluded that a long-range planning document (i.e., five years or more) would contain these aforementioned common characteristics, but in addition to these, it should contain the following:

1. A description of the organization's role;
2. A description of the organization's current state of affairs;
3. Delineation of internal checkpoints to assert progress;
4. Identify the goals to be achieved;

5. An attachment containing an itemization of resources allocated to all parts of the plan.

Priest et al. (1980) pointed out that the document must give concise data pertaining the overall goals, who is responsible for the plan, how resource conflicts will be resolved, and an itemization of checkpoint dates throughout the plan. Thompson and Borsari (1978) go one step further and recommend that a modified MBO be incorporated into the planning and evaluation scheme for accountability purposes.

Planning (regardless of type) is a natural lead into a discussion on budgeting. Any amateur will quickly discover that a program of this complexity and magnitude will not sustain itself for long - without a financial commitment (i.e., in kind or cash), which in and of itself creates a quasi-budget, and not too far behind, accountability.

As it was once said by a businessman, without money (budget) there can't be life (a program)! I don't necessarily hold to that, but Miller (1975) had a few observations about this topic which he gleemed from a national survey of CSPO's (actually related to 199 responses):

1. Surveyed budgets for professional development ranged from as small as $100, to ones as large as $10,000.

2. The typical PD budget ranged $1,000-$1,200.

3. Budgets surveyed highlighted the following annual percentage breakdown:

   a. Academic Coursework - 4%

   b. Local In-Service Activities - 9%

c. Off-Campus PD Workshops - 19%

d. Professional Association Guidelines - 68%

4. The following monthly indirect personnel costs were also incurred:

a. Department in-service release time - 4.0 hours

b. Institutional in-service release time - 3.5 hours

c. Academic release time - 3.8 hours

d. Off-campus PD release time - 6.2 days

Appleton et al. (1978) recommended that during periods of tight budgets or just general economizing of off-campus trips, one procedure which might be effectively employed to stretch a budget, would require a policy of matching funds (up to a specific limit) with individuals desiring off-campus development experiences.

In Hill's (1974) discussion on budgets, he delineated the following budgetary components:

1. Personnel
2. Materials and supplies
3. Equipment and maintenance
4. Travel and asundry costs
5. Service charges (i.e., reimbursements)
6. Research and evaluation costs
7. Administrative overhead

Several other authors provided budgetary insights. First of all, I discovered that program development funds (seed money) could be obtained upon competitive application and the availability of funds, from the Danforth Foundation in St. Louis, Missouri (Foundation Directory, 1977). Scott (1978) pointed out the fact that many programs on large campuses have full-time coordinators and the PD program is their sole responsibility. Cutlip and Center (1978) indicated in terms of communication costs, a simple newsletter was far more effective and economical than a lavish full colored magazine. Finally, David and McCallen (1976) in their publication have provided us with samples and guidelines in the preparation of budget and resource forms, too.

At this point, I believe we need to regress a bit, back to our discussion of planning. As I was saying earlier, planning is a natural lead into budget development. In the case of our budget, the budget development for this program, you will note that the activity checklist (figure 15) captures and generates the following data: total itemized costs, the budget source (i.e., Registrar's budget), and fund type (i.e., I = In-kind, C = Cash, or S = Special Funding, or O = Other) for each session. The individual activity checklist amounts and fund data are accumulated, then categorized on the Planning Budget set (figure 16) on a monthly and annual basis. This data can then be used to generate financial statements or a statement on the state of the budget for the quarter. The 1981-82 Annual Operating budget from the program is depicted in figure 17. The budget has been developed with two major divisions - direct and indirect costs. Each division is further subdivided into appropriate components and items with related amounts and subtotals

Figure 17

1981-82
Annual Operating Budget

Professional and Personal Development Program
Division of Admissions and Special Academic Services
University of Southern Mississippi

May 1, 1982

Direct Costs:			
Supplies:			
Printing	$ 74.40		
Copying	54.00		
Expendables	68.50		
		$ 196.90	
Communications:			
Telephone	32.50		
Postage	30.00		
		62.50	
Facilities:			
Classroom	225.00		
		225.00	
Training:			
Materials	192.00		
Rentals	100.00		
*Instructor Prep	1,380.00		
*Administrator Prep	1,435.00		
*Affiliation	110.00		
		3,217.00	
			$3,701.40
Indirect Costs:			
Personnel:			
Presentors	468.00		
Administration	781.20		
Participation	3,017.40		
		4.266.60	
Facilities:			
Refreshments (COD)	144.00		
		144.00	
			4,410.60
			$8,112.00

*Program Enrichments & Enhancement

to the right. In terms of this demonstrated budget, the actual cash costs for the entire twelve month period has a minimum price tag of $776.40, with the maximum (including options) $3,701.40. There are many ways to establish an operating budget - this is but one.

Orientation and Communications

The second most valuable contribution the program can make to the organization is the process of providing an orientation to new employees. This serves as a welcome, as well as the first impressions the employee will conclude about their new home and family.

Orientations can take on a variety of formats (e.g., individual or group presentation; audio-visual presentation; a presentation over a luncheon or formal dinner, or even a printed guide with tips for survival in the office). Two specific structured orientations have been recommended by Beach (1980) and Rose (1966).

Beach (1980) recommended a 19 point employee orientation divided into three phases or stages occurring one after the other in sequence, as modified:

Phase I: Director of Personnel

1. Institutional history, policies and practices
2. Institutional programs and services
3. Institution's branches and main facilities
4. General organizational structure
5. The employee's responsibilities (i.e., work times)
6. The institution's responsibilities (i.e., overtime pay)
7. Pay treatment (i.e., wage scale)

8. Rules of conduct (i.e., absenteeism)

Phase II: Director of Department (i.e., Coordinator)

1. Tour of work department
2. Work schedules
3. Contract and provisions (i.e., employment conditions)
4. Benefit plans (i.e., insurance, social security, pension plan, state benefits, credit union, etc.)
5. Safety program (i.e., specific rules and procedures)
6. Training opportunities (i.e., professional development)
7. Promotion policy (i.e., criteria)

Phase III: Section Supervisor

1. Introduction to fellow workers
2. Establish rapport (assign sponsor)
3. Explain appraisal and merit systems
4. Explain work assignment (system and procedures)

*5. Begin on-the-job training

In addition to these, Rose (1966) recommended the inclusion of nine more points:

1. Immediate positive feedback as to why and how the individual was selected to fill the job (clues to self-improvement);

2. What they will be expected to do immediately and how soon they will be expected to carry a full load;

3. Information on transportation and parking facilities;

4. Information on the availability of housing;

5. The location of cafeteria, lounge, post office, credit union,

bookstore, swimming pool, gym, etc.;

6. Information on employee groups and activities;

7. Pertinent instruction's pertaining to applying for annual leave (vacation time) or how to report illness or emergency;

8. How to arrange to see their supervisor or other superiors within department or division;

9. Informing the employee about problem areas or pet peeves by supervisor or other superiors.

Initially, the orientation could be facilitated through the use of a checklist, and as each step or item is completed, it would be initialed and dated by the individual providing the information. The employee's supervisor would check the list for completeness and remediate any discrepancies. The supervisor would then return the completed checklist to the coordinator with comments for filing and reference. As more funding became available, the orientation process could be gradually upgraded and made more sophisticated (figure 18a).

The third most valuable contribution the program can make to the organization is its ability to facilitate communication lines and channels, horizonally and vertically throughout the institution. This activity not only informs, but validates, verifies, overrides empasses, and checks channel and line operations for accuracy and clarity.

The process I am speaking of is communications, but more precisely a in-house news publication. For our purposes, it shall not be limited to a news organ (i.e., newsletter, bulletin, or magazine), but

Figure 18a.

Employee's Name ______________________ Start Date ____________

S.S. # ______________ Position ______________ Level __________

New Employee Orientation Record
Part One   Employment

	Date	Initials
1. Personnel Processing (Room 319, 3rd floor, Forrest County Hall Appointment: ______________________		
A. Employment Notification		
B. State & Federal Tax Forms		
C. Insurance Elections & Leaflets		
D. Other Payroll Deductions		
E. ID Card		
F. Employee Handout		
G.		
2. Division Introductions (Room 206, 2nd floor, Student Svcs. Bldg.) Appointment: ______________________		
A. Dean's Office		
B. Admissions		
C. High School & Junior College Relations		
D. Career Development		
E. University Orientation Perspective		
F.		

Employee's Name______________________________________ Start Date______________

S.S. #___________________________ Position____________________ Level__________

New Employee Orientation Record
Part Two - Placement

	Date	Initials
1. Department Processing Appointment:______________________		
A. Director's Welcome (Registrar)		
(1) Greetings		
(2) Name Tag & Introduction to key three staff		
(3) Wage Schedule		
(4) Promotion/Lateral Transfer Policies		
(5) Personnel Handbook		
(6)		
B. Office Manager (Assistant Registrar)		
(1) Work Hours & Miscellaneous Schedules		
(2) Authorized Absences & Notices		
(3) Breaks & Lounge Break Assignment________________		
(4) Lunch & Facilities Lunch Assignment________________		
(5) Noon Hour Counter Coverage Rotation & Policy Expected Assignment_____________		
(6) Parking Permit		
(7) Employee Scholarships		
(8) Professional Development Training Events		
(9) Social Committee Coffee Fund____ Birthdays____ Luncheons____		
(10) Recreational, Artistic & Sporting Facilities Lake Sehoy____ Performing Arts____ Football/Basketball____		

(11) Records Security
Key Assignment #__________

(12) Confidentiality/Privacy Act

(13) Public Information/FI Act

(14) Telephone Procedures

(15) Annual Evaluation Requirements

(16) Departmental Memos

(17) Resignation Procedures & Notice

(18)

C. Records & Supplies (Department Secretary)

(1) Initiate Time Sheet

(2) Processing deduction changes

(3) Reporting Absences & Emergencies

(4) Scheduling Vacations

(5) Requests for Forms & Supplies

(6) Requests for Equipment Maintenance

(7) Added to Birthday List

(8) Added to Phone List

(9) Tour of Facilities

Photo Center _____
Medical Clinic _____
Student Union _____
Commons & CR _____
Credit Union _____
Business Office _____
Cook Library _____
Counseling _____

(10) Assign Caller I.D.#______________

D. Supervisor/Trainer
Section:______________________________

(1) Guidance Assistance
Assign Guide________________

(2) Coworker Introductions

(3) Assign Desk Area		
(4) Familiarize with Desk Equipment		
(5) Inventory Desk Supplies		
(6) Provide Job Description		
(7) Provide Position Procedure Manual		
(8) Overtime & Comp. Time Rules		
(9) Cross-Training Opportunities		
(10) Guidance on Stress/Conflict Notices		
(11) On-The-Job Training Plan & Schedule		
(12)		
(13)		
E. Evaluation Date: ________________		
(1) Three Month Evaluation Period Completed		
(2) Evaluation Completed		
(3) Supervisory Conference		
(4)		
F. Orientation Completed		

rather all mediums, campus newspaper, printed guides, booklets, handbooks, brochures, position papers, fact sheets, posters and bulletin boards.

Cutlip and Center (1978) have noted that this communications process can be carried out efficiently, effectively, with speed and great economy. They further noted that there is a direct relationship between the media sophistication and publishing costs.

It is their contention, an initial feasible approach would be to opt for a broadly edited organ with a very simplistic appearance, having monetary worth within its content (i.e., practical data, easy to use, having professional worth on our job).

The authors (Cutlip & Center, 1978) offered the following policy guidelines:

1. The publication should fill the needs of both the organization and its employees.
2. It should provide useful, meaningful information, not just small talk.
3. It requires the joint interest and efforts of the administration and its appointed editor.

To supplement these general policies, Cutlip and Center (1978) provided the following editorial notes:

1. There must be a compromise between what the organization wants its employees to know, and what its employees want to read.
2. Publications should be two-way communicators.

3. The prime needs here are for candor, intelligent selection of subject matter, simple format, with the constant overall purpose to serve the common interests.

Media with organizational power:

1. The Newsletter - economical, personalized approach, impressive appearance, fast, and can be reproduced by just about any means.

2. The Position paper - heavy laden with facts and figures, difficult to keep current, comprehension, definite historical value.

3. The Poster - characterizes themes, attractive, carries a strong message and serves best as a reminder.

4. The Bulletin Board - if eye level, in traffic path and well lit, will receive widespread reading and use, dynamic if it utilizes human interest stories.

Remember your readership - there are certain things they want to know alot about and other things they don't want to hear anything about! Since this is the case, I've attempted to stride a compromise on content, with the Gold Nugget Quarterly, the official house organ of this program (figure 18b). The title provides instant identification with the institution at large, as well as strikes a note of hidden value. The issues are produced on a quarterly basis every twelve weeks, to coincide with our academic terms. Each issue is consecutively numbered and identified by volume/date. This example is heavy laden with human interest articles: new employees arriving, old employees departing, some employees receiving promotions, new babies and

THE GOLD NUGGET QUARTERLY

Office of the Registrar
Vol. 1 No. 1 Division of Admissions and Special Academic Services April 198

DEPARTMENTAL DEADLINES FOR SUMMER SESSION - 1982

May 11	Deadline for making application for admission.
May 28	Registration by appt. (8:00) Orientation for freshmen and transfer students One day to register for full or first term courses without late fee
May 31	Classes begin (8:00) Late registration begins (1:30) Night classes meet at regularly scheduled times (6:30)
June 3	Last day for registering or adding first term (q) courses
June 8	Last day for registering or adding full term courses Last day for dropping first term (q) courses
June 25	Last day for dropping full term courses without academic penalty
July 2	End of first term (q) courses
July 5	Second term (qq) courses begin Registration for second term (qq) courses begins
July 7	Last day for registering or adding second term (qq) courses
July 12	Last day for dropping second term (qq) courses
Aug 6	Last day of regularly scheduled classes
Aug 9-12	Summer session examinations
Aug 13	Commencement

DIVISION CHIEF RECEIVES REGIONAL RECOGNITION

Dr. Gene Saucier was appointed Vice President of the Southern Association of Collegiate Registrars and Admissions Officers at their 1982 annual meeting in Birmingham. CONTRAGULATIONS!!

CLERICAL & PROFESSIONAL POSITIONS ABOUND THROUGHOUT STUDENT SERVICES

Associate Dean of Students, Level 14 - Open
Supervisor, Residence Halls, Level 11 - Open
Financial Aid Counselor, Level - Open
Undergraduate Degree Clerk, Level 5 - (Jul 82)
Senior Records Clerk, Level 5 - (Jun 82)

If you think you would qualify, consult with the Office of Personnel Services.

HAIL and FAREWELL.....

Hello, new acquaintances:

February 2...Mrs. Kathy Bartlett
8...Mrs. Patricia Snoddy
15...Mrs. Margaret Jackson

Good-bye , old friend :

January 29...Mrs. Miriam Lucky

Congratulations on the move:

February 5...Mrs. Donna Panko
New Graduate Admissions Clerk

SUMMER'S ALMOST HERE - DON'T FORGET ABOUT USM RECREATIONAL SPOTS...

A lake for fishing and picnic areas is available. Reservations for the picnic areas can be made by calling the Golf Club Office (264-1872). A special fee entitles staff members and their families to use the University golf course. Also, don't forget to check on the use of the Lake Sehoy Pavilion, paddle boats and primitive camping areas. You may be a sports activist; if so, check the Athletic Office for scheduled baseball games (266-5017).

memorial passings, and coveted recognitions. On the lighter side, there is a special recipe and special notes of fun in the sun for the summer. From a professional standpoint, there is recognition, new positions becoming available, a master list of critical dates (for ready reference). Then there is professional enlightenment: a reminder article about a very important, but little used employee benefit - the scholarship - and then there is always something new on the horizon which will affect or have impact upon our daily job or future career (e.g., changing technology or creative instruction).

In addition to the news quarterly publication, there are periodic posters (figures 19 & 20) announcing the coming of a long awaited speciality seminar or the ever popular computer workshop, each a feature presentation of the professional development program.

Guidance and Referral

Certainly, guidance and referral functions would be an asset to any educational or training experience, and definitely one of value to employees in this era of constant choices and complexities. If we offer professional development opportunities, we must be prepared to answer the tough questions of quality, quantity and direction. Career questions about professional advancement ladders, skill and competency requirements, professional ethics, necessity of professional membership and activities, the educational, licensure or certification problems and many others.

Brown (1981) discussed the career development needs of persons at midlife. Her study reflected evidence supporting the use of multiple

Figure 19.

DIVISION OF ADMISSIONS & SPECIAL ACADEMIC SERVICES
OFFICE OF THE REGISTRAR
SPONSORS

MANAGERIAL DEVELOPMENT

IN-SERVICE PART III

DATE: FRIDAY, APRIL 16, 1982

TIME: 10:00 A.M. - 11:30 A.M.

PLACE: SEMINAR ROOM B (200), FIRST FLOOR
McCAIN GRADUATE LIBRARY

REGISTRATION: FREE, AT THE DOOR

FEATURE PRESENTATIONS:

COURTESY OF THE MISSISSIPPI R&D CENTER
EFFECTIVE MANAGEMENT SERIES (#2)

* "TIME TO THINK"

* "WHAT CAN I CONTRIBUTE"

FOR MORE INFORMATION CALL CHARLES HALL (266-4804)

Figure 20.

DIVISION OF ADMISSIONS & SPECIAL ACADEMIC SERVICES
OFFICE OF THE REGISTRAR
SPONSORS

EFFECTIVE SUPERVISORS IN-SERVICE

DATE: FRIDAY, APRIL 16, 1982

TIME: PART I, 9:00 A.M. - 10:00 A.M.
PART II, 3:00 P.M. - 4:20 P.M.

PLACE: SEMINAR ROOM B (200), FIRST FLOOR
McCAIN GRADUATE LIBRARY

REGISTRATION: FREE, AT THE DOOR

FEATURE PRESENTATIONS:

COURTESY OF THE MISSISSIPPI R&D CENTER

* "THE WILL TO WORK"

* "INDUCTION & TRAINING"

* "DELEGATING WORK"

* "WORKING WITH TROUBLED EMPLOYEES"

FOR MORE INFORMATION CALL CHARLES HALL (266-4804) group experiences for adults, and a higher concentration on imparting decision making skills, and the supplemental need to examine alternative lifestyles and roles.

Weinrack (1974) also points out the responsibility of guidance brokers to keep current their career information materials (i.e., literature, films and recordings). To this end he provides an evaluation checklist.

Regardless of the job setting, employees are going to have all types of problems; some only need an interested ear, others need professional help. And to this end, the guidance tool of referral is very useful, but must be used carefully, Carey, Black and Neider (1978) have noted two types of referral, a partial one, the other total. The problematic situation with referral is that the client/employee must be sufficiently motivated by the referrer and at the same time have achieved ample confidence in the referee for the established relationship to be transferred intact.

Referral without the relationship is a dead end street. Its true value lies within the care, concern and thoughtfulness demonstrated by the organization, particularly in a time of crisis or great need. This type of caring creates a sense of belonging, a family orientation, and a unique kind of loyalty towards one's employer, particularly during those tough times.

Programming and Evaluation

It is my opinion that if the program has been effectively administered to, up to this point, programming and evaluation are a foregone conclusion. The field of learning theory, curriculum development and instruction design is at best a vast area domain of which thousands of books and articles have been written. An excellent publication on adult learning theory had been published some years ago by Knowles(1975), and prior to that an indepth book had been produced describing the design and development of training programs by Rose (1966). Both of these provide an essential orientation to at least one facet of education (Boone & Quinn, 1967).

I'd also like to note that much training material now exists on the open market, ranging from audio and visual tapes, to video, to films, a complete array of literature, to include totally canned and interactive programs from numerous companies (Simpson, 1981). As they say, buyer beware! For several specific examples of these three type programs one might wish to investigate Beach (1980), Davis & McCallon (1976), Petty (1974), Rose (1966), or Stoner (1978),and one excellent source of commercial programs is LEARCOM, Boston, Massachusetts, or if your are interested in competence-based instruction, see Miller-Beach (1980).

Before we get off into the matter of content (i.e., knowledge, skills and attitudes), I would like to regroup our thoughts thus far, and examine what we have accomplished within our programming efforts.

As was mentioned earlier, our program was built from the ground up. The impetus for its construction comes from a Student Affairs Staff Development (A Systems Approach Model) (Appendix A) borrowed from Ms. Brown, University of Nebraska-Lincoln in 1981. Our initial input has been our philosophical point of view on Student Personnel, our committee's established objectives and goals (figure 10) and the heavyweight which takes preference; the Needs Assessment report (Appendix B). The committee in its deliberations will be guided by a basic preestablished set of guides containing common needs, need objectives, activities to satisfy needs, and a criteria which will describe how effectively the need was addressed and diminished or satisfied (figure 21). This process is further guided to its conclusion, through the application of the DSA-Professional Development Model (Hall, 1981b). (A description detailing the model's process can be found in the appendix A). The model's matrix, and accompanying preliminary program, facilitate bring the proposed master calendar/program into full bloom (Hall, 1981b).

The master calendar/program is in effect the guided reflection and fulfillment of the needs assessments; it's the ex facto action plan of the committee. The program is established on a calendar year basis, subdivided into monthly theme activities. In turn, each activity is classified according to its goals by content (i.e., theme), level (i.e., personnel classification or subgroup addressed), purpose, methodology to be utilized (i.e., panel discussion), and location (i.e., environment climate considerations). The master program is finalized with footnotes addressing other supplemental opportunities and activities (i.e., employee scholarship program) occurring during this period of time on campus. At this point the committee approves the proposed calendar and program. The master program is then sent

SERVICE AREA: COUNSELING COMMON GOALS & OBJECTIVES FOR P.D. SPECIALITY: NA

Figure 21.

NEEDS	OBJECTIVES	ACTIVITY	EVALUATION
1. Acquiring Self-Understanding.	1. To facilitate the awareness & discovery of who one is.	1a To provide periodic short-term individual counseling.	1a Observational.
		1b To assist with exercises in values clarification & personal priorities assessment.	1b Student Self-Report.
		1c To facilitate the development of an personal self-examining autobiographical sketch.	1c Student Self-Report.
2. Establishing One to One Relationships with Peers.	2. To facilitate awareness of self-image based on feedback from significant other.	2a To provide periodic short-term individual counseling & dyad roleplay.	2a Observational and Student Self-Report.
		2b To assist with learning more effective listening & assertiveness skills.	2b Observational and Student Self-Report.
3. Ability to Participate in Group Activities.	3. To facilitate awareness of group dynamics and desirable social skills.	3a To provide periodic short-term individual counseling and/or group experience.	3a Observational and Student Self-Report.
		3b To facilitate an understanding of belonging need & acquisition of coping skills & adjustment.	3b Observational and student Self-Report.
		3c To provide leadership and group process skills training upon request.	3c Observational.
4. Crisis Intervention.	4. To provide assistance in overcoming overwhelming situations (i.e. Pregnancy or Abuse/Neglect, etc.).	4. To provide individual counseling and referral as dictated by events.	4. Student & Agency Self-Re

to the CSPO for concurrence (if concurrence is not forthcoming, the master is returned to committee for reworking and/or a program conference with the CSPO)(figure 22).

The approved master program then becomes the primary facilitation document for the coordinator. Using this master plan, the coordinator allocates resources, with the assistance of the committee develops presentation outlines, negotiates with faculty/staff presentors, establishes an activity checklist (figure 15), provides staff presentors with program development guides (Simpson, 1981) (figure 23), once presentor agreements have been let, presentation publicity is designed (i.e., flyers, posters, new items) (figures 18, 19, 20, 24 & 25) and published through a variety of mediums (e.g., student press, news quarterly, central bulletin board, etc.).

To recap just for a moment, this entire process incorporates the instructional strategy (delivery systems, environmental and interaction designs, and resource/reference mediums/media to be utilized), which for the most part is delegated to the individual presentor. The coordinator's responsibilities include program PR and educational materials, equipment and facilities support. As an aside to this LEARCOM (mentioned previously) has available a program which covers the training process which covers: organizational performance analysis, training integration planning, competency descriptions, learning objectives, participant analysis, learning design, measuring and evaluation, program administration, reporting individual progress and assessing organizational achievement. They have also another program

PROPOSED SCHEDULE	Content-Level	Purpose	Method	Location
May 82	General Professional and Personal Growth Orientations	Understanding	Presentation/Discussion	Departmental Registrar Admissions HSJCR CDASCP
Jun 82	General Personnel/Promotion Policies, Procedures and Process	Personal/Ethical	Lecture/Guest Speaker	Auditorium
Jul 82	General The Legal Environment of Higher Education with emphasis upon the Privacy Act	Judicial	Lecture/Guest Speaker	Classroom
Aug 82	Annual "1880's Old Time Division Picnic"	Group Dynamics	Social/Recreation	Lake Sehoy
Sep 82	General "Campus Involvement Month" (Performing Art Series, Golden Eagle Football, Library Tour, Dorm Meet, Greek Night, Special Mini-Quarter, ASB Senate Visit)	Understanding	Exploratory Small Groups	Various
Oct 82	Annual Professional Conferences	Intermediate Competency	Independent Study	Off-Campus
	Office Personnel Workshop	Intermediate Competency	Independent Study	Union

ONGOING OPPORTUNITIES

*	Employee Scholarships	For Academic Courses (one per term) Apply through Office of Personnel Services, 266-4050
**	Faculty & Administrator Workshops	For Managerial Skills Development (one per year) Apply through the Director, TLRC, McCain Graduate Library, 266-4673
***	Professional Assoc. Membership	Utilize Local & State meetings and their Journal. Refer to the "Encyclopedia of Associations" for an organization catering to your specialty.

Figure 22.

Figure 24.

UNIVERSITY OF SOUTHERN MISSISSIPPI

INTER-OFFICE CORRESPONDENCE
March 26, 1982

TO: Dr. Gene Saucier, Dean

INFO: Mr. Danny Montgomery, Registrar
Mr. Charles McNeill, Director of Admissions
Mrs. Billie Allen, Director, HS & JCR
Dr. Charlotte Tullos, Director, Career Development, Adult Services, Co-Op

FROM: Mr. Charles Hall, In-Service Coordinator CH

SUBJECT: Management Film Review (Professional Development Series, Part III)

1. Topic:

This MFR shall consist of the showing of two films provided by the R&D Center.

A. "Time to Think"/color
This film focuses on a major problem faced by managers today-how to remain in control of their jobs. Managers often find themselves so involved with the increasing daily pressures of the details of their work that they haven't time to look for improved methods of operation. Frequently, managers do not even have time to delegate or to train others to take work off their shoulders. This results in a loss of effectiveness to the manager, his department, and his company.

B. "What can I Contribute?"/color
The effective executive is the man who comes to his new job able to look at the situation and ask the right questions. He wants to know how he can contribute to the performance of the organization and how he can create a new and vital business for the company.

2. Program:

10:00 - 10:10	Introduction of Topic
10:10 - 10:40	Film Presentation #1
10:40 - 10:50	Short Discussion
10:50 - 11:20	Film Presentation #2
11:20 - 11:30	Summation and Evaluation

3. Schedule:

The MFR has been scheduled for Friday morning, from 10:00-11:30 a.m., April 16, 1982, to be conducted in Seminar Room B (200), first floor, McCain Graduate Library.

4. Participation:

Those managerial and/or supervisory personnel whose work schedules permit are invited to attend.

REVISED PROGRAM

Figure 25.

UNIVERSITY OF SOUTHERN MISSISSIPPI

INTER-OFFICE CORRESPONDENCE

March 31, 1982

TO: Danny Montgomery, Registrar

INFO: Charles McNeill, Director of Admissions

FROM: Charles Hall, In-Service Coordinator CH

SUBJECT: Registrar's Office In-Service Program #4

1. Topic:

   A. A series of four films will be shown concentrating on the topic of the "Effective Supervisor Series," consisting of the following:

      (1) "The Will to Work"/color
      (2) "Induction & Training"/color
      (3) "Delegating Work"/color
      (4) "Working with Troubled Employees"/color

   B. A short discussion will follow each presentation to address questions, key points, and probable practical applications within one's own work area.

2. Program:

2:00 - 2:15	Introduction to Topic
2:15 - 2:45	Film #1
2:45 - 3:00	Short Discussion
3:00 - 3:15	Short Review
3:15 - 3:35	Films #2 & #3
3:35 - 4:05	Film #4
4:05 - 4:10	Short Discussion
4:10 - 4:20	Summation and Evaluation

3. Schedule:

   The In-Service has been scheduled for Friday afternoon from 2:00 - 4:20 p.m. on April 16, 1982, to be conducted in Seminar Room B (200), first floor, McCain Graduate Library.

4. Participation:

   Those supervisors and candicates for development whose work schedules permit are invited to attend. All other interested persons may attend on a space available basis.

involving instructional skills which covers: skills in leading groups, skills in making presentations, skills in using feedback techniques, and skills in using adult learning methods (Knowles, 1975, & Rose, 1966). A great many content areas are covered by the DSA-Professional Development Model (Hall, 1981b) (Appendix A) others which have proposed or recommended by CSPO's would include: counseling skills (Mayo, 1973); leadership development (Skipper, 1977); management skills (Beach, 1980; Fisher, 1977; Miller, 1975; Rose, 1966; Scott, 1978; & Stomer, 1978); human relations skills (Steinmetz, 1979); professional writing and publishing skills (Johnson, 1982; Wolff, 1970); research skills (Worthen, 1975); ethical standards (Talbutt, 1981); benefits of professional membership (Jenness, 1972; Shaffer & Matinson, 1966); time management (Hill, 1974); the change agent process (Knowles, 1975), and motivation management (Miller, 1981).

Last, but certainly not least, is evaluation. There are two types of evaluation to be had with, one is process (i.e., instruction/content) and the other is product (i.e., performance appraisal). The coordinator is chiefly concerned with the process type, which includes: presentation feedback, presentor feedback, program evaluation, and repeated needs assessment. The other side of the coin, product evaluation, falls under the preview of the CSPO, and since this is an annual process, that one day it may compliment the effectiveness of the program (Laudicina and Laudicina, 1970);

Performance Appraisal Program, 1980; Stoner, 1978).

The evaluation process is indeed a process of accountability; it also adds research dimensions to the program (Worthen, 1975). Authors such as Kirkpatrick (1979), Myers (1979), and Rose (1966) wholeheartedly support the notion of continual feedback as it is an indicator of the organization's pulse and termperature, it represents the organization's overall health at any one point in time (very much a component of organizational development).

In line with the recommendations, we have developed several evaluation feedback instruments, which are highly structured with the built-in ability to be read through the OCR (Optical Character Recognition) Process. The first utilized was nothing more than a request for a short descriptive essay on their immediate perceptions and feelings (referred to as series A). The second to be developed (referred to as series B) (figure 26). A longer evaluation of both presentor and presentation was designed (figure 27). Our first experimental attempt at feedback in the form of Participant (process) Evaluation and its conclusions (figure 28).

To recap again to tie up loose ends, throughout this process of programming and evaluation, employees were provided copies of the charter and by-laws, the needs assessment report, the finalized master calendar and program, continual publicity, newsletters, orientations, and a report of evaluation.

Figure 26.

In-Service Series
Professional and Personal Development Program
Division of Admissions & Special Academic Services
University of Southern Mississippi

Presentation ____________________ Date ____________

PRESENTATION EVALUATION

1. To what extent has this presentation fulfilled your expectation about what you personally might get out of it?

has exceeded my expectations	A	B	C	D	E	has not come up to my expectations

2. Did the material presented engender in you ideas for improving/changing some aspect of your own work in student/personnel services?

offered new insights, new ways of viewing myself and my opinions	A	B	C	D	E	only restated or proved what I already know

3. How well prepared did the presentor seem?

well prepared	A	B	C	D	E	unprepared

4. Do you have any plans for using ideas you may have gained in listening and participating in this presentation?

Yes____ No____

5. How would you sum up the values of this presentation to you personally and write comments you may have about it. Use the back of this form if necessary.

Thank you for completing this evaluation.

(Please return to Charles Hall, Box 5006)

Figure 27.

In-Service Series
Professional and Personal Development Program
Division of Admissions & Special Academic Services
University of Southern Mississippi
PARTICIPANT EVALUATION OF INSTRUCTION

This questionnaire gives you an opportunity to aid the program and your instructor in evaluating the effectiveness of our educational delivery system. This exercise consists of a series of statements to which we want your reactions. For each statement, you have a choice of five responses which are as follows:

A. Doesn't Apply or Don't Know.
The statement does not apply to this course or instructor, or you simply are not able to give a knowledgeable response.

B. Strongly Agree.
You strongly agree with the statement as it applies to this course or instructor.

C. Agree.
You agree more than you disagree with the statement as it applies to this course or instructor.

D. Disagree.
You disagree more than you agree with the statement as it applies to this course or instructor.

E. Strongly Disagree. You strongly disagree with the statement as it applies to this course or instructor.

Please darken the letter of your response in the space provided on this answer sheet. Be certain that you write down the course title and the instructor's name and the date in the top portion of the answer sheet. You are not required to sign your name on the evaluation. Your written comments are encouraged if you want to elaborate on a point or address yourself to something which is not covered by the questionnaire. Use the back side of the response sheet for these comments.

Professional and Personal Development Program
PARTICIPANT EVALUATION OF INSTRUCTION

Presentor: ______________________________ Date: __________

Presentation: ____________________________

1. The instructor has given a good explanation of the objectives for this course. A B C D E
2. There is considerable agreement between the stated objectives and what is covered in the course. A B C D E
3. The instructor seemed to know when the students did not understand something and made extra efforts to better explain the concept. A B C D E
4. In this class, I felt free to ask questions or express my opinions. A B C D E
5. In my estimation, the instructor knows the subject matter being covered. A B C D E
6. On the whole, the course seems well-planned and organized. A B C D E
7. Concepts are summarized in a manner which aids understanding and retention. A B C D E
8. Appropriate use of audio-visual teaching aids has made the course more interesting and aided my understanding. A B C D E
9. The instructor was able to find ways to help students answer their own questions. A B C D E
10. The instructor demonstrated the importance and significance of the subject matter. A B C D E
11. Equipment and facilities for this course aid me in gaining related skills/knowledge. A B C D E
12. Handouts for the course are relevant and understandable. A B C D E
13. I feel this course fits into my objectives as well as my overall program. A B C D E
14. I would like to take another course from this instructor. A B C D E

Again, your comments are invited on how the instructor might improve this course or teaching procedures. Thank you for completing this evaluation. (Please return to Charles Hall, Box 5006)

Figure 28.

UNIVERSITY OF SOUTHERN MISSISSIPPI

INTER-OFFICE CORRESPONDENCE

April 20, 1982

TO: Dr. Gene Saucier, Dean
Admissions and Special Academic Services

Charle W. Hall

FROM: Charles W. Hall, Chairperson
Professional and Personal Growth Committee

RE: Participant Evaluation of In-Service Presentations for the period of February 1982 to April 1982

I. INSTRUMENTATION

a. Series "A":

The initial experimental instrument utilized a free-style approach consisting of three items, two qualitative (descriptive) and one quantitative (having a ten point scale). The items were presented orally in a general form to participants. Written response data were collected, translated into uniform quantitative representation, and summarized.

b. Series "B":

The second attempt utilized a highly structured-standardized format composed of five items, three quantitative (having five point scales) and two qualitative (both descriptive, one having bi-polar scale, and the other a free-style format). The items were presented in writing in a very specific form to participants. Marked responses were tabulated and summarized.

II. PARTICIPATION

a. Clerical Subgroup (n=26):

This subgroup is composed of supervisors and clerical staff members. Of this subgroup, 42.3% participated and responded in the initial evaluation (Series "A"), while 80.7% participated and responded to the second and third evaluations (Series "B").

b. Managerial Subgroup (n=19):

This subgroup is composed of administrators and professional staff members. Of this subgroup, 15.8% participated and responded in the initial evaluation (Series "A"), while 36.8% participated and responded to the second and third evaluations (Series "B").

III. RESULTS/FEEDBACK

	Clerical Subgroup	Managerial Subgroup
a. Series "A" Questionnaire:	(n=11)	(n=3)
1. Evaluation of films: (100%)	$\bar{X}$ = 94%	$\bar{X}$ = 77%
2. Evaluation of Overall Presentation: (100%)	$\bar{X}$ = 87%	$\bar{X}$ = 83%
3. General Comments: (+ maximum)	$\bar{X}$ = +5	$\bar{X}$ = -1
b. Series "B" Questionnaire (Rated "C" or higher):	(n=21)	(n=7)
1. Has exceeded my expectations: (100%)	$\bar{X}$ = 100%	$\bar{X}$ = 90%
2. Offered new insights: (100%)	$\bar{X}$ = 90%	$\bar{X}$ = 90%
3. Well prepared: (100%)	$\bar{X}$ = 100%	$\bar{X}$ =100%
4. Have plans for using these ideas: (yes/no)	Yes = 100%	Yes = 90%
5. General Comments: (+ maximum)	$\bar{X}$ = +12	$\bar{X}$ = +4

IV. CONCLUSION

Overall staff feedback, from both Series "A" and "B" evaluations, tends to range from good (77%) to excellent (94%) rating of format and presentations, reinforced with an overall positive (+4) general impression. The higher approval percentages of Series "B" as contrasted with the slightly lower percentages of series "A", might be accounted for in that series "A" is representative of the first organized presentation attempt and its accompanying evaluation format; that the staff's awareness was much lower; participation was light; and perhaps, the clerical subgroup demonstrated a much higher perceived need, than the managerial group.

Series "B" on the other hand - is representative of the staff's increasing awareness and participation; the overall value of basic competency skills (90-100%) embedded in format; overall acceptance (95%) of programming efforts; and overall a very positive (+16) general impression felt by participants; and in addition, accompanied by an overall equalizing effect between the subgroups (greater awareness of perceived needs, and the ability of such a program to satisfy some of those needs - whatever they may be).

The limited effectiveness of this type format and content is acknowledged. It is further recognized that future programs and presentations must be dynamic, varied in style and delivery, utilizing different environments and subgroup interactions, to sustain both interest and participation, and above all, individual growth.

PROFESSI L AND PERSONAL GROWTH PROGRAMMING

PROGRAM TIME-FRAME 1982

May 1982

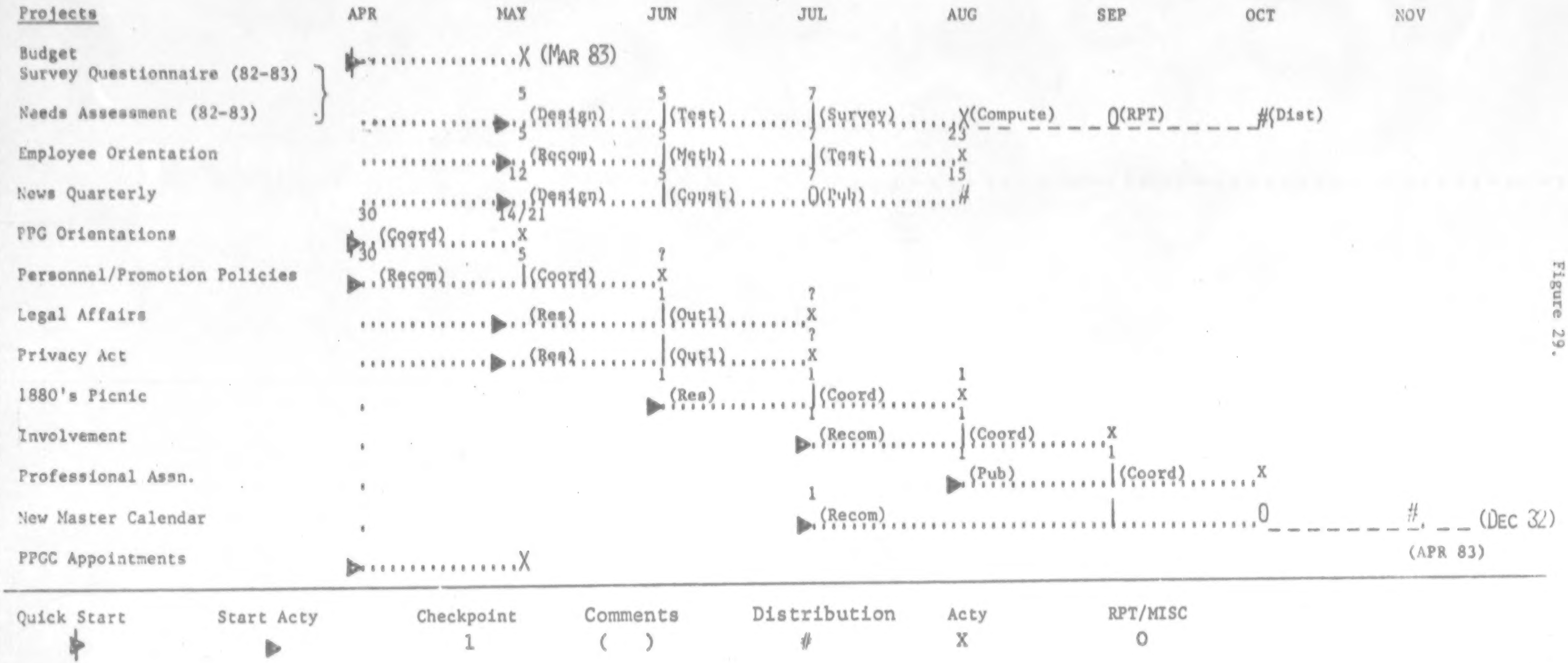


Figure 29.

CWH 95

96

Conclusions

I feel the most appropriate conclusions to this study and procedural guide is the words of two prominent leaders, Stuart Smith (1979) and Floyd C. Pennington (1980):

Stuart Smith (1979) had these remarks to make:

> The professional development movement will become a significant and continuing force when it can offer a setting in which this kind of growth toward professional maturity can take place. Until this happens, professional development will touch only lightly the mainstream of higher education. When it does happen, the issues of methodology and administrative support will be resolved by coming to rest in their place in the proper order of things. (p. 38)

I believe Floyd C. Pennington (1980) can best sum it up as follows:

> It should also be pointed out that needs of a system are not the sum of the needs of the individuals within it (McMahon, 1970). Although systems have problems, they cannot be educated. What a system is said to need is basically what an observer needs or wants for the given system. If the performance of a system is to improve, the individuals within the system must act upon themselves and upon their system.

Reference Notes

1. Brown, S. Division of student affairs: staff development. Lincoln, NB: University of Nebraska-Lincoln, 1976. (Mimeographed)

2. Brown, S. Position paper: staff development program. Lincoln, NB: University of Nebraska-Lincoln, 1973. (Interdepartmental memoranda)

3. Butler, R.C. Professional growth committee. Raleigh, NC: North Carolina State University-Raleigh, 1978. (Interdepartmental memoranda)

4. Butler, R.C. Vice chancellor's experienceship program. Raleigh, NC: North Carolina State University-Raleigh, 1979. (Interdepartmental memoranda)

5. Butler, R.C. Individual program improvement grants. Raleigh, NC: North Carolina State University-Raleigh, 1979. (Interdepartmental memoranda)

6. Butler, R.C. Professional staff - division of student affairs. Raleigh, NC: North Carolina State University-Raleigh, 1980. (Organizational leaflet)

7. Butler, R.C. Student affairs communique. Raleigh, NC: North Carolina State University-Raleigh, 1980. (Brochure)

8. Probst, C. Professional development program. Hattiesburg, MS: University of Southern Mississippi, 1981. (Interdepartmental policy memoranda)

9. Thomas, G.S. Encouraging employee growth: a guide to staff relations and training. Ithaca, NY: Cornell University, undated. (Policy memoranda)

APPENDIX A

Supporting Conceptual Models

APPENDIX A - 1

Supporting Conceptual Models

Cochran, D. J. Organizational consultation: A planning group approach. The Personnel and Guidance Journal, 1982, 61(1), 314-318. (Organizational Planning Model)

Hall, C. W. PSA - Professional development matrix of activities. Hattiesburg, MS: University of Southern Mississippi, 1981 (mimeographed). (Professional Development Activities Model)

Moore, D. E., Jr. Assessing the needs of adults for continuing education: A model. New Directions for Continuing Education, 1980, 7, 91-98. (Needs Assessment Model)

Nadler, L. A model for professional development. Training and Development Journal, 1980, 34(5), 14-22. (Professional Development Model)

O'banion, T., Thurston, A., & Gulden, J. Student personnel work: An emerging model. Junior College Journal, 1970, 41(3), 6-14. (Student Personnel Development Model).

Simpson, D. T. Are you an informed consumer of training. Training and Development Journal, 1981, 35(12), 34-40. (Adult Learning-Instructional Development Model).

Student affairs staff development: A systems approach. Lincoln, NE: University of Nebraska-Lincoln, 1976 (mimeographed). (Staff Development Systems Model)

Stum, D. L. DIRECT - A consultation skills training model. The

Personnel and Guidance Journal, 1982, 61(1), 296-302.

(Consultation Process Model)

DSA - Professional Development Matrix of Activities (Hall,81)(Professional Development Activities Model)

Program Content

In order that I might pursue a preliminary (curriculum) for a professional development program, I would like to propose a DSA Professional Development model. This model is based on the assumption that the actual content would be generated from the prioritizing of both the DSA aggregated needs and of individual needs, identified through a DSA-wide Needs Assessment project, while at the same time incorporating organization and senior consolidation requirements (needs).

The proposed model lends itself well to program composition, which would draw from its two major vertical divisions for structure, the lower speaks to group foundation needs, while the upper speaks to individual professional needs. The model's upper division is further divided into ten horizonal component areas (each area relating to a specific operational entity/target population). The lower left corner of the model addresses the needs of new employees, while the upper right corner of the model addresses the needs of professional interested student workers who might have a strong interest in entering the field of student personnel work.

The model is laid out in such a way as to represent a matrix of activities (Appleton, Briggs and Rhatigan, 1978; Hall, 1981; Herron, 1970; Miller, 1975; and Shaffer and Martinson,1966) from top to bottom, moving from fundamental skills left to highly specialized and specific skills and competencies to the right (those areas which are blank, require highly differentiated activities to be designated at a later time).

Master Program

The art of program development would be a complex matter of mixing selected components based on prioritized needs - lower division for "groups," upper division for "individuals." Please note on Figure 1 those activities preceeded by a dot (·) were excluded from the developed survey questionnaire, all others included.

For the proposed DSA program, I would draw upon the following program tools (previously described):

1. DSA-Professional Development model (figure 1.)
2. Associated matrix of PD activities
3. A previously constructed component matrix (figure 2.) (representing current PD activities in similar programs)

Using the above tools, my simulated needs assessment data, and assuming there would be at least one activity each month (over an annual program calendar), I would probably produce the schedule entitled "Preliminary Professional Development Program, Division of Student Affairs" (figure 3.).

As you will note, the schedule covers a calendar year, has content variety and depth, is multi-purposed, utilizes numerous delivery systems and an assortment of campus locations. The delivery system and campus location have been keyed to the specific content and target population (only a representative sample of delivery systems and locations were utilized for this demonstration).

Conclusions

As this paper has attempted to demonstrate, there is a continuing and growing awareness for the need to plan, develop and implement

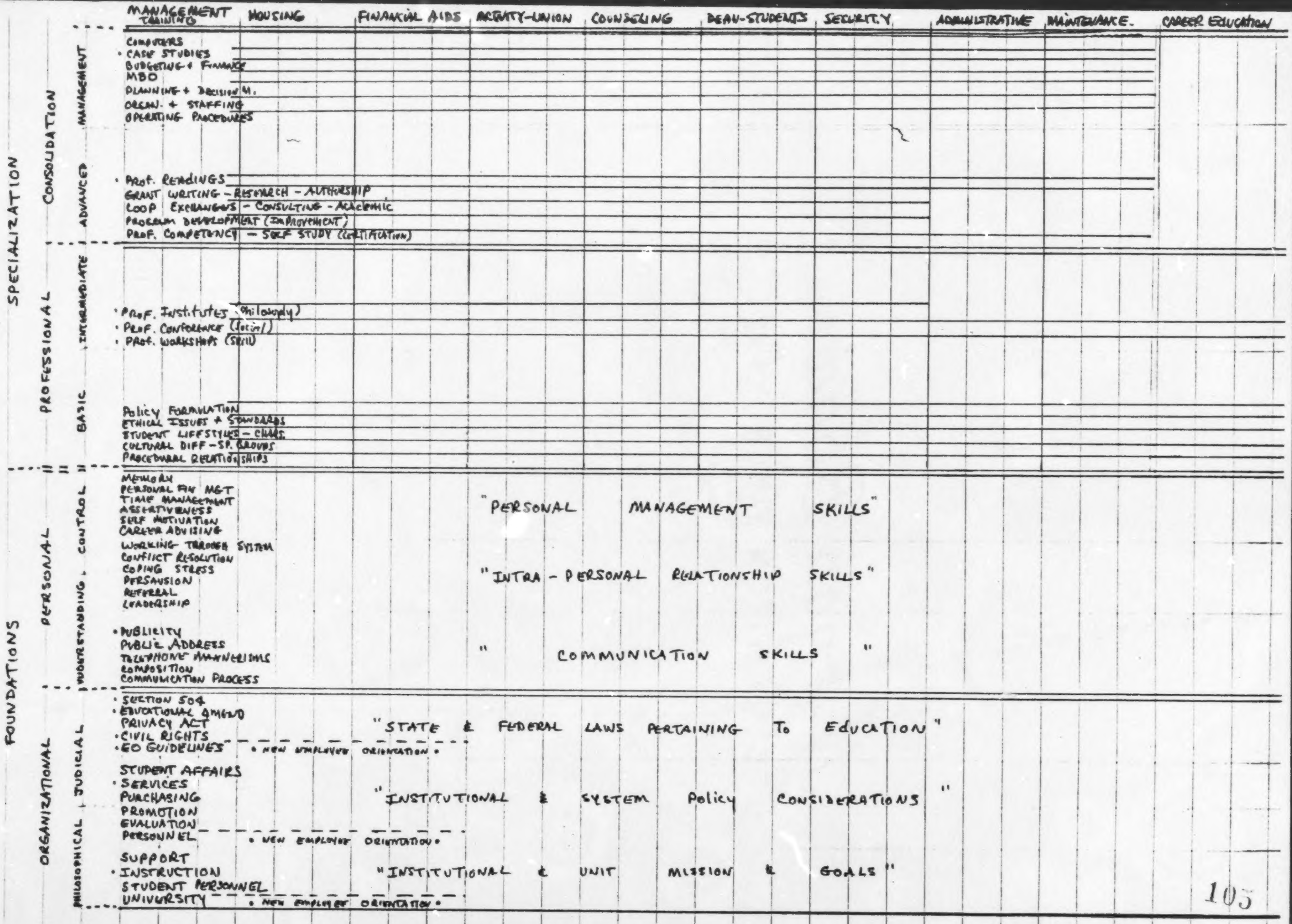


Figure 1. DSA - PD Model / PD Activities Matrix
(Subject Matter by Area)

				MANAGEMENT TRAINING	HOUSING	FINANCIAL AIDS	ACTIVITY-UNION	COUNSELING	DEAN-STUDENTS	SECURITY	ADMINISTRATIVE	MAINTENANCE.	CAREER EDUCATION
SPECIALIZATION	CONSOLIDATION	MANAGEMENT	COMPUTERS										
			• CASE STUDIES										
			BUDGETING + FINANCE										
			MBO										
			PLANNING + DECISION M.										
			ORGAN. + STAFFING										
			OPERATING PROCEDURES										
		ADVANCED	• PROF. READINGS										
			GRANT WRITING - RESEARCH - AUTHORSHIP										
			LOOP EXCHANGES - CONSULTING - ACADEMIC										
			PROGRAM DEVELOPMENT (IMPROVEMENT)										
			PROF. COMPETENCY - SELF STUDY (CERTIFICATION)										
	PROFESSIONAL	INTERMEDIATE	• PROF. Institutes (Philosophy)										
			• PROF. CONFERENCE (Social)										
			• PROF. WORKSHOPS (SKILL)										
		BASIC	Policy FORMULATION										
			ETHICAL ISSUES + STANDARDS										
			STUDENT LIFESTYLES - CHARS.										
			CULTURAL DIFF - SP. GROUPS										
			PROCEDURAL RELATIONSHIPS										
FOUNDATIONS	PERSONAL	UNDERSTANDING, CONTROL	MEMORY										
			PERSONAL FIN MGT										
			TIME MANAGEMENT										
			ASSERTIVENESS										
			SELF MOTIVATION										
			CAREER ADVISING										
			WORKING THROUGH SYSTEM										
			CONFLICT RESOLUTION										
			COPING STRESS										
			PERSUASION										
			REFERRAL										
			LEADERSHIP										
			• PUBLICITY										
			PUBLIC ADDRESS										
			TELEPHONE MANNERISMS										
			COMPOSITION										
			COMMUNICATION PROCESS										
	ORGANIZATIONAL	JUDICIAL, PHILOSOPHICAL	• SECTION 504										
			• EDUCATIONAL AMEND										
			PRIVACY ACT										
			• CIVIL RIGHTS										
			• EO GUIDELINES										
			STUDENT AFFAIRS										
			• SERVICES										
			PURCHASING										
			PROMOTION										
			EVALUATION										
			PERSONNEL										
			SUPPORT										
			• INSTRUCTION										
			STUDENT PERSONNEL										
			UNIVERSITY										

"PERSONAL MANAGEMENT SKILLS"

"INTRA - PERSONAL RELATIONSHIP SKILLS"

" COMMUNICATION SKILLS "

"STATE & FEDERAL LAWS PERTAINING TO EDUCATION"

• NEW EMPLOYEE ORIENTATION •

"INSTITUTIONAL & SYSTEM POLICY CONSIDERATIONS"

• NEW EMPLOYEE ORIENTATION •

"INSTITUTIONAL & UNIT MISSION & GOALS"

• NEW EMPLOYEE ORIENTATION •

Figure 2. Component Matrix

	Professional Development Activities	NCSU	EMU	CSU
1.	Cookout to welcome new members (social)	X		
2.	Student Affairs Old-fashioned Picnic (social)	X		
3.	Career/life planning for the professional (Special topic)	X		
4.	Job interviewing - techniques and rights (Special topic)	X		
5.	Race relations (skill development)	X		
6.	College student characteristics (Sp. topic)	X	X	
7.	Employee morale (Special topic)	X		
8.	International students (Special topic)	X	(X)	
9.	Impact of continuing education students (Special topic)	X		
10.	Burrow's management workshops (Skill development)	X	X	X
11.	The handicapped experience (Skill development)	X		
12.	HEW and UNC System (Special topic)	X		
13.	Student Affairs Annual Staff Meeting	X	X	X
14.	Equal opportunity rights (Class)	X*	X	
15.	Developing effective listening		X	
16.	Legal rights of students	X*	X	
17.	Ethics		X	
18.	Basic human relations		X	X
19.	Resident hall staffing		X	
20.	Transcendental Meditation (TM)		X	
21.	Computer - DP	X*		X
22.	Personnel policies	X*		X
23.	Language			X
24.	Writing	X*		X
25.	Experimental learning			X
26.	Stress management			X
27.	Clerical			X
28.	University customs			X
29.	Time management	X*		X
30.	Statistics	X*		X

Note: Denotes offered but cancelled ( )
Denotes special group learning *

Figure 3.
Preliminary Professional Development Program
Division of Student Affairs

	CONTENT:	PURPOSE:	METHOD:	LOCATION:
Sept	University Mission & Goals	Philosophical	Lecture	Auditorium
Oct	Communications Process	Understanding	Skills Workshop	Lab
Nov	Procedural Relationships	Basic Competency	Panel Discussion	Class Room
Dec	Self-Study	Advanced Competency	Independent Study	Conference Room
Jan	Personnel Policies	Philosophical & Judicial	Guest Speaker & Lecture	Auditorium
Feb	Leadership Basics	Personal Development	Skills Workshop	Lab
Mar	Cultural Differents	Basic Competency	Panel Discussion	Class Room
Apr	Program Development	Advanced Competency	Contract Learning	Office
May	EO Guidelines	Judicial	Lecture	Auditorium
Jun	Career Advising	Personal Development	Small Group	Class Room
Jul	(Professional Workshops)	Intermediate Competency	Independent Study	Off Campus
Aug	Operating Procedures	Management Competency	Small Group	Class Room

institutional Needs Assessment activities. This need is prevalent in all areas of higher education, but particularly within those areas which must cater to professional development needs and wants, in terms of professional education, continuing education or lifelong learning.

Further, as we have already witnessed a great deal of effort has gone into the development of its related methodology and associated technology. This area of endeavor has grown so quickly, that it has outstripped the capacity of educational research to keep pace. This widening gap is leaving these activities open to a number of criticisms as to the effectiveness of its methodology (strategies), the validity and reliability of its developing technology (techniques) employed, and the vary efficiency of its theoretical base.

Implementation of these plans and guidelines and use of these assorted tools are easy enough in the layman's hands, requiring no special equipment, only a modest investment of time and money are necessary. Any organization willing to make the investment will be amply rewarded many times over through ingenuity, innovation, efficient and effective operations, and highly motivated employees who would be seen as content, competent, growing and professionally achieving.

The final phase of this study related to another entire area of endeavor, which must utilize the wealth of data generated by the Needs Assessment activity to bring the process and results to full bloom, the program of action! Again, to bring use closer to needs fulfillment we must begin anew to investigate models, strategies, techniques and vehicles, which will permit us to build a bridge to lifelong learning and needs fulfillment.

APPENDIX B

Needs Assessment Survey Report

APPENDIX B

Needs Assessment Survey Report
Professional and Personal Development Program
Division of Admissions & Special Academic Services
University of Southern Mississippi
Fall Semester 1981-82

April 20, 1982

TO: Dr. Gene Saucier, Dean, Admissions & Special Academic Services

INFO: Mr. Danny Montgomery, Registrar
Mr. Charles McNeill, Director of Admissions
Mrs. Billie Allen, Director, HS & JCR
Dr. Charlotte Tullos, Director, Career Development, Adult Svcs., Co-Op

FROM: Mr. Charles Hall, In-Service Coordinator

I. Introduction

A survey was undertaken of staff in Admissions and Special Academic Services of the University of Southern Mississippi on November 9th, 1981. Data gathered in that survey and relating to professional development needs and wants of the staff are presented. The objective is to provide information in an attempt at divisional consensus on development needs, pertaining to goals, motivation, professional advancement, and career training of these employees (see Figure 1).

The focus of the study was restricted to "all full-time employees asigned to, or who report directly to, the Dean, Division of Admissions and Special Academic Services." An adequate sample size was established (n=46) by the focus, and in accordance with current statistical methodology.

The Survey research methodology was chosen at the expense of others, due primarily to the limits of time and economy of resources. Also, the standardized format compensated for its disadvantages in terms of item complexity and overall length.

II. Instrumentation

The Survey questionnaire developed consisted of 98 pre-tested items of both quick-check and short-answer varieties. The questionnaire (see Figure 2) was constructed in two parts: Part I for demographic data; and Part II for preferential and topical data. Each instrument was assigned a number and hand-delivered as a single survey unit. Completion took 5-10 minutes on the average. The participant control list and demographic data sheets (Part I) were stored separately from Part II of the questionnaire, to preserve anonymity of responses.

III. Level of Participation

The division's staff (present at the time of the survey) was unanimous in its participation and response, thereby providing an optimum (100%) rate of return. This, in and of itself, speaks highly of staff motivation and divisional needs.

IV. Impact

This report attempts to focus on both the human and institutional elements in the development of student personnel workers. In that, Employee Development and Organizational Development (though two distinct concepts) can and should occur simultaneously (i.e., training that contributes to the individual growth, can and should contribute immediately toward the effective and efficient functioning of the organization). I will now attempt to address three areas of concern: Employee Development, Administrative Group Differences, and Organization Development.

V. Employee Development

In regard to the human elements of development (i.e., personal development), individual interaction and growth must be achieved at the grass-roots level. In order to foster the development or growth cycle, it must be initiated through self-motivation to achieve "personal goals," reinforced through internal communication to acquire "professional goals," and furthered through external opportunities to actualize "career goals."

a. Development Cycle

The Employee development cycle has three specific elements as follows: the first element - employee motivation, can be reinforced in a positive direction through the use of personnel policies (i.e., pay and benefits) or divisional recognition (i.e., appreciation) or a program survey similar to this (i.e., awareness), or any combination of these. The second element - program implementation, sets in motion all the various communications vehicles, establishing a variety of channels, and permits free flow of information. The third element - individual interaction, permits the employee to communicate and achieve goals, thereby completing and initiating a new growth cycle. The cycle's movement is based upon the satisfactory fulfillment of employee wants and needs.

b. Employee Wants

In terms of overall "employee wants" (i.e., activity preferences) (see Figure 3), the following priorities were indicated:

1. Morning instructional activities (47.1%)
2. Activities to be conducted in a classroom setting (40.7%)
3. Workshop presentations (35.7%), followed by discussion groups (20.2%) and film presentations (20.2%)
4. Activities of a minimum of 45 minutes (41.4%), but not to exceed 60 minutes (32.8%) maximum duration.

c. Employee Needs

In terms of overall "employee needs" (i.e., topical preferences) (see Figures 4 through 7), the following priorities were indicated:

		within topic	within division
1. Skill Development:			
(a) Communication Skills	(n=31)	(12.1%)	(67.4%)
(b) Time Management Skills	(n=23)	(9.0%)	(50.0%)
(c) Self-Motivation Techniques	(n=18)	(7.0%)	(39.1%)
(d) Coping with Stress	(n=16)	(6.3%)	(34.8%)
2. Information Acquisition:			
(a) Promotion/Job Advancement	(n=28)	(18.4%)	(60.9%)
(b) Introduction to Computers	(n=22)	(14.5%)	(47.8%)
(c) University Personnel Policies & Procedures	(n=16)	(10.5%)	(34.8%)
(d) University Role & Function	(n=13)	(8.6%)	(28.3%)
(e) Computer Center Role & Function	(N=13)	(8.6%)	(28.3%)
(f) The Division's Role & Function	(n=13)	(8.6%)	(28.3%)
3. Increasing Awareness:			
(a) Registration Process & Procedures	(n=22)	(13.5%)	(47.8%)
(b) Legal Issues in S.P.W.	(n=14)	(8.6%)	(30.4%)
(c) Academic Record Process & Procedures	(n=13)	(13.5%)	(47.8%)
(d) Student Data Management	(n=13)	(8.0%)	(28.3%)

As can be seen, the range of need clearly cross-cuts the entire division from a low of 26% to a high of 67.4%. The priority/percentage mixes would suggest a high general need in communication and planning skills; internal role, function and policy; and indepth awareness of the Registrar's operation and related issues. It seems at present, none of the aforementioned needs are currently being met by any other University program or service.

d. Employee Goals

In terms of overall "employee goals" (i.e., career awareness) (see Figure 8), the following was indicated:

1. Career Planning:			
(a) Employees stating they had a need for career advising or counseling	(n=5)	(2.0%)	(10.9%)
(b) Employees stating that they already have an active career plan	(n=30)	(NA)	(69.8%)
2. Academic Programs:			
(a) Employees stating that they have already completed at least one degree program	(n=21)	(NA)	(46.7%)

		within topic	within division
(b) Employees stating that they plan to pursue their first degree or an additional degree	(n=18)	(NA)	(41.9%)

It seems there exists a high degree of "career awareness" within the division, when one takes into consideration the prior investment (46.7%), active planning (69.8%), and a continuing interest (41.9%) in career preparation as a whole. I also feel that this same "awareness" can easily be transformed into the necessary "motivation," "communication" and "achievement" to bring about a satisfactory and successful professional development program.

VI. Administrative Group Differences

Potential impact of this data can be addressed by a categorical classification of responses of Parts I and II (see Figures 3 through 7) of the questionnaire and are as follows (based on Responsibility by Level):

a. Administrators (n=6) as a group showed a narrow preference (48%) for 60-minute workshops conducted in a classroom setting without regard to time frame. They also demonstrated highest degree of interest in computers (64%) and Student Data Base Design (48%), with a low-average (32%) need for: Communication and Leadership Skills, Management by Objectives, and Self-Motivation Techniques; a bonafide need for information leading to advancement opportunities; and awareness of Ethical issues, and development/maintenance aspects of academic records.

b. Professionals (n=10) as a category with diverse specialization, displayed a high interest in a workshop format (90%) and a middle-of-the-road (50%) approach to time of day, location and duration of activities. Most of their needs could be classified as low-average (20-30%): in utilizing Time Management, Communication (both written and oral) Skills, to include the Art of Persuasion; indicated they would like to be knowledgeable about such things as advancement preparation, performance evaluation, and role and function of the University (and its background); and that they would like to be enlightened concerning legal issues in higher education, the division's recruiting efforts and the Privacy Act implications.

c. Supervisors (n=5) as a sub-management category, distinctively clerical in orientation, seemed to lack consensus across the board, with a few exceptions. They distinctively indicated a morning preference (40-60%): in acquiring time management skills and techniques for dealing with stress; that they would prefer to be knowledgeable of both the division's role & function within the University, keep abreast of the University's personnel policies.

d. Overall Clerical responses (n=24):

1. Newly-arrived clerks (n=8) (i.e., 0-1 years of tenure) have above average (38%) preference for workshops, conducted in an office environment during morning hours, while duration of activities seemed to be mixed. They mustered an average range of need (25-38%) for Communications and Assertiveness Skills; to be enlightened about promotional preparation and computers; and to desire to expand their task skills in processes and procedures pertaining to Registration, Coursework Evaluation and Academic Records.

2. Clerks with seniority (n=6) (i.e., 5+ years of tenure) have a moderately strong preference for 45 minute (80%) formal presentations (48%) in the afternoon (48%), and evenly divided as to location of activity. This group's needs appear to be near average (32%): for Time Management and Communications Skills; to be informed about computers and University-wide promotional policies & opportunities; and a need for a working understanding of process and procedural changes, and responsibilities in Registration and Degree Certification, and a detailed knowledge of Privacy Act applications to information and records.

The categorical approach seems to highlight the specific preferences and needs of each administrative level, keyed by position (upper tiers) and by tenure (lower tiers) of the organization. As might be expected, professionals indicated the greatest diversity of need (18 similar items, but with the largest disparity ranging from 20%-90%), as might be contrasted with Supervisors and Senior Clerks having a limited need (7 items, with greater similarity of range, 26%-70%). Administrators and Junior Clerks fall near the mid-range. One rationale for this might be that professionals are confronted with "change" daily (giving a liberal image), while Supervisors and Senior Clerks seem to perpetuate the "status quo" in the role of "gate keepers" (and are further seen as conservative).

VII. Organizational Development

From an "organization perspective," the following information can be gleaned from the demographic section (see Figure 3) of the questionnaire:

a. The largest single department responding (43.4%) to the Survey was the Registrar's Office.

b. The largest representative category of personnel responding (52.2%) were clerical.

c. 37% of the respondents classified themselves as having 1-5 years of job experience in their chosen position (roughly 2/5ths of the division's personnel were within the intermediate phase of their career).

d. In terms of tenure with the division, some 41.3% identify themselves as being "relatively" new (1-5 years of employment) on the job.

The demographics of this Survey in turn, will highlight our unique mission and work situation within the larger institutional context, in that our "organizational needs" are extremely different. They are chiefly administrative in orientation and consist of numerous micro-environments, propelled by process and procedure, and composed of many individuals who are perhaps idealistic, impressionable and flexible to professional change.

VIII. Conclusions and Recommendations

In my opinion, the employees of this division have demonstrated that they individually and collectively have some very real and specific wants and needs in terms of professional and personal development, and that they have some definite concerns at each organizational level, the necessary motivation to seek self-fulfillment and the commitment that it entails. Above all, each and every one is highly attuned to the need for having a very specific performance criteria (if for no other reason that self-reassurance), but also, that there must be an outlet or source in which the necessary skills, information and knowledge can be acquired. Last, but not least, is to have the opportunity and resources to stay current with the profession(s) which inevitably leads to promotions or advancement within one's career field.

These conclusions lead me to make these specific recommendations based upon the overall results of the study:

a. Documented needs for a formally organized, comprehensive, continuous and flexible program of professional and personal development (developmental element 2 & 3).

b. The necessity of having a formally appointed division-level steering committee with a specific term (cross-representative of the division, the dean as ex-official member, and from its membership, a program coordaintor would be elected).

c. The committee would need latitude in its charter to provide a wide-range of programming and divisional services to include: a quarterly newsletter an annual social gathering, a new employee orientation, and perhaps a career student orientation for "Student Personnel Work" (developmental element 2).

d. An inherent need for some sort of permanent funding, pooling or exchange process which would permit access to certain supplies and services (e.g., printing, copying, postage, office supplies, A/V material rentals, guest presentor or honorium, or specialized training(developmental element 2).

e. Due to the very nature of the program, that it establish a formal enrollment process, to be concluded with a completion certification (over a specific period of time to each participant (developmental element 3).

f. Finally, a satisfactory and sufficient program should be reevaluated or modified/adjusted on an "ongoing basis" (through participant feedback on presentations and presentors), and then completely overhauled "annually," through the implementation of a new Needs Assessment Survey (sponsored by the committee for greater input developmental element 1).

1. To determine the percentage of offices responding.
2. To determine the percentage of responsibility level of those responding.
3. To determine the percentage by position seniority of those responding.
4. To determine the percentage by division seniority of those responding.
5. To determine the percentage of time of day preferences.
6. To determine the percentage of locational preferences.
7. To determine the percentage of presentation preferences.
8. To determine the percentage of duration preferences.
9. To determine the percentage of specific topic preferences (needs).
10. To determine the percentage having academic degrees.
11. To determine the percentage who either plan or are currently engaged in pursuing an academic degree.
12. To determine the percentage who have a personal career plan.

Questionnaire Objective

Fiqure 1

UNIVERSITY OF SOUTHERN MISSISSIPPI

INTER-OFFICE CORRESPONDENCE

October 29, 1981

TO: Staff
Division of Special Academic Services

FROM: Charles W. Hall CH
Graduate Researcher

SUBJECT: Divisional Staff Development Survey F81-82

Part One of this survey consists of demographic data only. This part will be detached and stored separately to maintain anonymity of response. Please complete the following items by checking the appropriate item (only one) for each section.

PART ONE

Section I. Work Area:

1.___Admissions
2.___Registar
3.___High School Relations
4.___Career Development
5.___Other

Section II. Level of Responsibility:

1.___Administrator (Dean/Registrar/Director)
2.___Professional (Assistant Director/Counselor/Coordinator)
3.___Section Supervisor
4.___Clerical (Secretary/Clerk/Machine Operator)
5.___Student Worker
6.___Other

Section III. Current Job Experience:

1.___0-1 year
2.___1-5 years
3.___5-10 years
4.___10 years or more

Section IV. Experience within Division:

1.___0-1 year
2.___1-5 years
3.___5-10 years
4.___10 years or more

#__________

UNIVERSITY OF SOUTHERN MISSISSIPPI

INTER-OFFICE CORRESPONDENCE
October 29, 1981

TO: Staff
Division of Special Academic Services

FROM: Charles W. Hall
Graduate Researcher

SUBJECT: Divisional Staff Development Survey F81-82

Please complete the following items to reflect your personal and individual wants and needs, as they pertain to improvement and developmental training which may be conducted, should this survey warrant. Please check each item for which you are in favor. NOTE: Should you use multiple responses for any sub-section, please number responses in order of preference (e.g., 1, highest or first choice, followed by 2, etc.).

PART TWO

Section I. Preferences: (check all that apply)

1. Time of day preference for participation

___a. Morning
___b. Extended Lunch Hour (brown bagging lunch)
___c. Afternoon
___d. Evening
___e. Other:__________

2. Preference for place of training

___a. Office
___b. Dining Room
___c. Class Room
___d. Other:__________

3. Preference for a special type of presentation

___a. Discussion
___b. Film and Discussion
___c. Formal presentation and guest speaker
___d. Formal presentation by staff or faculty
___e. Workshop practice
___f. Social gathering
___g. Other:__________

4. Preference for length of training

___a. 30 minutes
___b. 45 minutes
___c. 60 minutes

5. Checklist of potential topics

a. Developing Skills:

___1. Time management at the office
___2. Communication skills
___3. Memory skills
___4. Assertiveness
___5. Personal time management
___6. Conflict resolution
___7. Working through the System
___8. Coping with stress
___9. Composing letters and memos
___10. Career advising
___11. Personal financial planning
___12. The Art of referral
___13. Persuasion skills for use in the job
___14. Increased typing proficiency
___15. Job management
___16. The Art of telephone communication
___17. Leadership skills
___18. Self-motivation
___19. Management by objective

b. Acquiring Information:

___1. University budgeting and finance
___2. Future of USM's student personnel degree program
___3. New office machines
___4. University purchasing policies & procedures
___5. University personnel policies & procedures
___6. Promotion/Job advancement guidelines & preparation
___7. Performance evaluation criteria
___8. Introduction to computers
___9. History of Admissions and Registrar's function
___10. Trends & Issues of the Mississippi Association of Collegiate Registrars & Admissions Officers
___11. Professional development & professional associations
___12. Role & Function of University Computer Center
___13. Role & Function of Division of Special Academic Services
___14. Role & Function of USM

c. Increasing Awareness:

___1. Diversity of student lifestyles
___2. Ethical issues in student personnel work
___3. Impact of the Privacy Act
___4. Cultural/Ethnic differences and how to respond to them
___5. Legal issues having impact upon Student Personnel work
___6. Security of process and product
___7. Registration process and procedures
___8. Academic Record process and procedures
___9. Degree certification process and procedures
___10. Student Data Management process and procedures

___11. Graduate Admissions process and procedures
___12. Undergraduate Admissions process and procedures
___13. Coursework Evaluation process and procedures
___14. High School/Jr. College Relations process and procedures
___15. Adult Services process and procedures
___16. Career Advisement process and procedures
___17. Co-Op Program process and procedures

Section II. Career Directions: (check one for each item)

1. Do you have an academic degree?

__________Yes __________No

2. Are you now or do you plan to pursue an academic degree or advanced academic degree?

__________Yes __________No

3. Do you have a personal career plan at present?

__________Yes __________No

Section III. Other:

1. Please list briefly any personal wants or needs that you have and would like to have addressed by this survey:

____

____

____

____

2. Any additional comments or suggestions pertaining to this suvey or professional/staff/personal development would be appreciated:

____

____

____

____

Date Completed:________________________________

PLEASE NOTE: Return completed forms to Charles W. Hall, Registrar's Office, Room 110E not later than____________________. Your time, interest, and assistance is appreciated. Thanks.

Prioritization (Rank Ordered)

Work Area:	(Percentages)	(Responses)
1. Registrar	43.4%	20
2. Admissions	26.0%	12
3. High School Relations	15.2%	7
4. Career Development	8.7%	4
5. Other	6.5%	3
Level of Responsibility:		
1. Clerical	52.2%	24
2. Professional	19.6%	9
3. Administrator	13.0%	6
4. Section Supervisor	10.9%	5
5. Other	4.4%	2
Current Job Experience:		
1. 1-5 years	37.0%	17
2. 0-1 year	23.9%	11
3. 5-10 years	21.7%	10
4. 10 years or more	17.4%	8
Experience within Division:		
1. 1-5 years	41.3%	19
2. 0-1 year	26.1%	12
3. 10 years or more	21.7%	10
4. 5-10 years	10.9%	5

Demographic Data

Fiqure 3

Prioritization (Rank Ordered)

Preference of Time:	(Percentages)	(Responses)
1. Morning	47.1%	24
2. Afternoon	35.3%	18
3. Extended Lunch Hour	15.7%	8
4. Evening	2.0%	1
Preference of Training:		
1. Classroom	40.7%	22
2. Office	33.3%	18
3. Other (Conf.Room/Union/Off Campus)	16.7%	9
4. Dining Room	9.3%	5
Preference of Type Presentation:		
1. Workshop Practice	35.7%	30
2. Discussion or	20.2%	17
Discussion & Film	20.2%	17
3. Formal Presentor, Guest Speaker or	8.3%	7
Staff or Faculty	8.3%	7
4. Social Gathering	7.1%	6
Preference of Duration:		
1. 45 minutes	41.4%	24
2. 60 minutes	32.8%	19
3. 30 minutes	20.7%	12
4. Other (2 hours or more)	5.2%	3

Preference Data
Fiqure 4

Prioritization (Rank Ordered)		(Percentages)	(Responses)
Topics - Developing Skills:			
1.	Communication Skills	12.1%	31
2.	Time Management at the Office	9.0%	23
3.	Self-Motivation	7.0%	18
4.	Working through the System or	6.3%	16
	Coping with Stress	6.3%	16
5.	Memory Skills or	5.9%	15
	Assertiveness or	5.9%	15
	Leadership Skills	5.9%	15
6.	Personal Time Management or	5.1%	13
	The Art of Telephone Communication	5.1%	13
7.	Conflict Resolution or	4.7%	12
	Composing Letters & Memos or	4.7%	12
	Persuasion Skills on the Job	4.7%	12
8.	Personal Financial Planning or	3.9%	10
	The Art of Referral or	3.9%	10
	Management by Objective	3.9%	10
9.	Job Mangement	2.3%	6
10.	Career Advising	2.0%	5
11.	Increased Typing Proficiency	1.6%	4

Developing Skills Data
Fiqure 5

Prioritization (Rank Ordered)	(Percentages)	(Responses)
Topics - Acquiring Information		
1. Promotion/Job Advancement	18.4%	28
2. Introduction to Computers	14.5%	22
3. University Personnel Policies & Procedures	10.5%	16
4. Role & Function of the University	8.6%	13
or University Computer Center	8.6%	13
or Division of Special Ac. Svcs.	8.6%	13
5. History of Admissions & Registrar's Functions	6.6%	10
6. Performance Evaluation Criteria	5.3%	8
7. New Office Machines or	4.6%	7
Professional Development & Associations	4.6%	7
8. Trends and Issues of MACRAO's	3.3%	5
9. Future of USM s Student Personnel Degree	2.6%	4
10. University Budgeting & Finance or	2.0%	3
University Purchasing Policies & Procedures	2.0%	3

Acquiring Information Data

Fiqure 6

Prioritization (Rank Ordered)	(Percentages)	(Responses)
Topics - Increasing Awareness:		
1. Registration Policies & Procedures	13.5%	22
2. Legal Issues	8.6%	14
3. Academic Record P&P or	8.0%	13
Student Data Management P&P	8.0%	13
4. Privacy Act	7.4%	12
5. Degree Certification P&P or	6.1%	10
Undergraduate Admission P&P	6.1%	10
6. Graduate Admissions P&P or	5.5%	9
Coursework Evaluation P&P or	5.5%	9
High School/Jr. College P&P or	5.5%	9
Career Advisement P&P	5.5%	9
7. Ethical Issues	4.3%	7
8. Student Lifestyles or	2.5%	4
Cultural/Ethnic Differences or	2.5%	4
Co-Op Program P&P	2.5%	4

Increasing Awareness Data

Figure 7

Prioritization (Rank Ordered)		(Percentages)	(Responses)
Career Directions:			
1. Have academic degree	No Yes	53.3% 46.7%	
2. Advanced degree or to pursue a degree	No Yes	58.1% 41.9%	
3. Have a career plan	Yes No	69.8% 30.2%	
Other:			
1. Additional Needs:			
Job Upgrading Procedures		4.4%	2
Attitude Adjustment		2.2%	1
Monthly Staff Meetings		2.2%	1
Goal Setting		2.2%	1
Basic Office Procedures		2.2%	1
2. Comments & Suggestions:			
Division Team Effort		2.2%	1
Survey Results Distribution		2.2%	1

Career & Miscellaneous Data

Fiqure 8

APPENDIX C

Professional Resources

APPENDIX C

Professional Resources

Associations:

American Association of College Registrars and Admission Officers

*American Association of Community and Junior Colleges

American College Health Association

American College Personnel Association

American College Public Relations Association

American Council on Education

American Personnel and Guidance Association

American Society of Personnel Administrators

*American Vocational Association, Inc.

Association for Measurement and Evaluation in Guidance

Association for Specialists in Group Work

*Association of College and University Auditors

Association of College and University Housing Officers

*Association of Physical Plant Administrators

College Placement Council, Inc.

*College and University Personnel Association

Council for the Advancement of Experiential Learning

Council on the Advancement and Support of Education

International Association of College and Law Enforcement Administration

National Association for Foreign Student Affairs

National Association of College Admissions Counselors

*National Association of College Auxiliary Services

*National Association of College and University Business Officers

National Association of College and University Food Services

*National Association of Educational Buyers

National Association of Educational Office Workers

National Association of Employment Counselors

National Association of Student Financial Aid Administrators

National Association of Student Personnel Administrators

National Association of Women, Deans, and Counselors

National Entertainment and Campus Activities Association

National Intramural Recreational Sports Association (NIRSA)

National Intramural Sports Council (NISC)

National Society for Internships and Experiential Education

National Vocational Guidance Association

Orientation Director's Conference

*The National Secretaries Association

University and College Counseling Center Directors Conference (UCCCD)

*Applicable to the junior college environment

Journals and Newsletters

AAUP Bulletin

ACUHO News

Affirmative Action Registers

American School and University

Bulletin of the Association of College Unions - International

Business Officers Newsletter (NACUBO)

Chronicle of Higher Education

College and University Review

College Board Review (CEEB)

College Management

College Student Journal

Community and Junior College Journal

Counseling Psychologist

Educational Record

International Educational and Cultural Exchange

Journal of College and University Student Housing

Journal of College Placement

Journal of College Student Personnel

Journal of Employment Counseling

Journal of Student Financial Aid

Journal of the American College Health Association

Journal of NAWDAC

Measurement and Evaluation in Guidance

NACAC Journal

NAFSA Newsletter

NASPA Journal

National Directions for Community College

New Directions for Continuing Education

New Directions for Higher Education

New Directions for Institutional Research

New Directions for Student Services

Personnel and Guidance Journal

Psychology

Psychology Today

The School's Law - Newsletter

Training and Development Journal

University Guidance Quarterly

Vocational Guidance Quarterly

Reference Publications

Buro's Mental Measurement Yearbook

Careers in College and University Student Affairs, CPGA Monograph No. 7, 1973

College Placement Annual

College Student Personnel Abstracts

Comprehensive Dissertation Index

Current Index to Journals in Education (CIJE)

Education Index

Psychological Abstracts

Resources in Education (RIE)

Sociological Abstracts

The National Guide to Educational Credit for Training Programs (ACE)

Thesaurus of ERIC Descriptions

Training and Development

Associational professional workshop series and conventions, annual

schedule. APGA, NAWDC, NACAC, CASE, NACUBO, ACPA, NVGA, AVA, NAFSA, NACUFS, NASPA, AACRAO, ACUHO, NASFAA, NECAA.

ASTD professional institutes biennial schedule. Washington, DC: American Society of Training and Development (commercial).

A guide to professional development opportunities for college and university administrators, annual schedule. Washington, DC: American Council on Education.

Calendar: A guide to meetings, conventions, seminars and travel, annual schedule. The Chronicle of Higher Education: Higher Education Management Institute.

Graduate bulletin 1981 (academic courses/program offerings). Hattiesburg, MS: University of Southern Mississippi.

Institute for administrative advancement, summer schedule. Madison, WI: University of Wisconsin.

Institute on college admissions, summer schedule. Cambridge, MA: The College Board, Harvard University.

Institute for college and university administrators, summer schedule. Washington, DC: American Council on Education.

Institute for educational management, summer schedule. Cambridge, MA: Harvard University.

Institute in executive management, summer schedule. Washington, DC: CASE.

Institute for women in higher education administration, summer schedule. Stratton, VA: HERS/Bryn Mawr.

National center for public service internship program. Scott, PA: 1978.

National institute of financial aid management, summer schedule. Duluth, MN: MAFAA/ACTP/CEEB/University of Minnesota.

Personal dynamics institute, annual schedule. Minneapolis, MN: Commercial.

President's executive interchange program. Scott, PA: 1978.

Professional development symposium, summer schedule. Macon, GA: GCPA/NASPA/Mercer University.

Professional workshop series, triennial schedule. Evanston, IL: The College Board (CEEB).

Student financial aid administrator's workshop, regional summer schedule. (Various states), NASFAA.

Student personnel institute, summer schedule. Bloomington, IL: NAWDC/ACPA/NASPA/Indiana University.

Student personnel administrator's institute, summer schedule. Jeffersonville, VT: ACE/NASPA.

Seminars and workshops for professionals who serve adult learners, annual schedule. Lincoln, NE: Institute of Professional Development, University of Mid-America.

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NASPA Showcase, special event. (NASPA Hotline bulletin, bimonthly)

APPENDIX D

Supplemental Training Activities
for Student Personnel Workers

APPENDIX D

Major Professional Development Activities Identified Through Current Professional Literature

I. Professional Activities

a. Professional trends (1)
b. The Effects of Ethnicity on Relations (1)
c. College Degrees (1)(3)
d. Certification Programs (1)(3)
e. Extension & Non-Degree Programs (1)(3)
f. Leadership Conferences (1)(2)
g. Classroom Education (2)(3)
h. Directed Readings (2)
i. Organizing & Implementing Student Development Programs (3)
j. Funding, Budgeting & Obtaining Grants (3)
k. Accountability in Student Affairs (3)
l. Development of Specific Skills & Competencies by Individual Participants (3)
m. Trends in Higher Education and Major Social Issues (4)
n. Communicating:
    (1) Exposure to new & varied approaches to resource utilization (3)
    (2) Exchanging ideas & solutions to common problems (3)
    (3) Opportunity to interact with & get to know associates (3)
    (4) Opportunity to contribute one's own knowledge & experience (3)
    (5) Publications & professional activities (4)
    (6) Better articulate professional objectives & philosophical direction to those members of the collegiate community with whom we come in contact (4)
    (7) Opportunity to share philosophical expertise (4)
o. Consultation Skills (6)(3)
p. Consultation Teaching (Academy Style) (8)
q. Inter-office "Mini Internships" (8)
r. Reality-based Materials (8)
s. Peer Learning & Counseling (8)
t. Future Oriented Research (8)
u. Continual Bibliography Development (8)(3)
v. Diagnostic Techniques (1)
w. Insure Student Impact upon the Institution (1)
x. Professional Behavior & Ethics (1)
y. The University and the Law (10)
z. Community "Helping" Agencies (10)
aa. Government Regulations (11)
bb. Student Records & the 1974 Privacy Act (10)
cc. Legal Rights of Students in Higher Education (10)
dd. Ethics, Religion & the University System (10)
ee. Foreign Students & their Expectations (10)
ff. Guest Speaker - Phase II ACPA Tomorrow's Higher Education Project (10)
gg. Change-Agentry Workshop (10)
hh. Vocational Group Counseling (10)
ii. Student Sampling Strategies & Techniques (10)
jj. Endowment Funds for Special Project Developments (10)
kk. Maintenance of Professional Publications & Monographs (3)

ll. Attend Annual Professional Conventions (10)
*mm. Opportunities for Personal Growth & Introspection (3)
*nn. Theoretical Explorations, Understanding its Application (3)

II. Management Skills

a. Regular Individual & Staff Meetings (5)(1)
b. Leadership Examples by Management Team Members (5)
c. Training Meetings, Workshops & Internships (1)(2)(5)
d. Individual Coaching & Career Counseling (5)
e. Special Assignments (5)
f. Job Rotation (5)
g. Visits to Other Institutions (5)
h. Systematic Management Techniques (3)
i. Precise Description of Job (4)
j. Precise Statement & Supporting Documentation Regarding their Present Function & Its Impact (4)
k. Suggestions for Means of Updating or Changing Roles or Functions (4)
l. Analysis and Evaluation (4)(10)
m. Opportunities for Preparing & Developing Programs & Services (4)
n. Establishing Goals & Objectives (4)
o. Long-Range Planning for Educational Management (6)
p. Long-Range Planning & Management Information Systems (6)
q. Supervision & Performance Evaluation of Employees (1)
r. Principles of Budget Planning & Implementation (1)
s. Management Strategies & Techniques for Program Development (1)
t. Office Referrals (1)
u. Conducting Effective Problem Solving Meetings (7)
v. Results Oriented Supervision (7)
w. Teaching Strategies for Supervision (7)
x. Managing for Creativity (6)
y. Administrative & Organizational Systems (6)
z. Role Orienation (8)
aa. Management by Objective (8)
bb. Time and Resource Management (3)
*cc. Modular Employee In-Service Training:
    (1) Management (3)
    (2) Clerical (3)
    (3) Vocational (3)
    (4) Basic Education (7)
    (5) Package Programs (3)
    (6) Guidelines for SD (3)
dd. Organizational Behavior (1)
ee. Building a Staff Team (1)
ff. Affirmative Action & Equal Opportunity (10)
gg. Organizational Development (10)
hh. Office Safety Considerations (10)
ii. Equal Pay Laws (10)
jj. Principles of Management (11)
kk. New Employee Orientation (7)
ll. Up-to-Date Personnel Directory (1)
mm. Bi-Monthly Newsletter (1)
nn. Model Handbooks for Various Specialty Areas (3)
*oo. Purchasing Procedures (7)

pp. Management Programs:
   (1) MDP (5)
   (2) Middle Management Seminars (8)
   (3) Management & Planning Institute for Higher Education (6)
   (4) National Forum on Planning & Management Techniques in Higher Education (6)
   (5) NCHEMS at WICHE Planning & Management Seminars (6)
   (6) Institute on Federal Tax Policy for Foundations & Current Emphasis in Both Public & Private Grant Programs (6)
   (7) Institue on Federally Sponsored Grants for Educational Institutions & Non-Profit Organizations (6)
   (8) Basic/Advanced Courses in Grant Negotiation & Administration (6)

III. Human Relations

a. Increased Faculty Relations (1)
b. Understanding Educational Process (1)
c. Assertiveness Training (7)
d. Awareness Training (7)
e. Communicating with Your Public (7)
f. Self-Excellence (7)
g. Stress Reduction or Positive Stress Management (7)(10)
h. Transactional Analysis (7)
i. Women in the Work World (7)
j. Women's Rights in the Community and the University (10)
k. Human Interaction & Communications Skills (10)
l. Effective Listening (10)
*m. Time Management (10)
n. Transcendental Meditation (10)
o. Offensive-Defensive Communications (10)
p. Work Life Development (7)
q. Communicating at all Levels (1)
r. Understanding Non-Verbal Communications (10)
s. Interpersonal Communications (1)

IV. Clerical Skills

a. Typing (1)
b. Dictaphone Instruction (1)
c. Letter Writing (1)
d. Secretarial Filing (1)(7)
e. Telephone Training (1)(7)
f. Procedures and Standards (1)
g. Completing Forms (1)
h. Accounting Procedures (1)
i. Handling Office Machines (1)
j. Office Visitations (1)
k. The Professional Secretarial Role (12)
l. Using the Computer (11)(7)
m. Handling the Mail (11)(7)
n. Desk Level Equipment Maintenance & Care (11)

V. Institutional Activities (Based on Local Procedures & Policies)

a. Training in Admissions (1)
*b. Housing Programs & Their Evaluation (3)
c. Student Financial Aid & Records (1)
d. Student Leader Records (1)
e. Introducing New University Appointees:
  (1) Student President (1)
  (2) Faculty Senate Leaders (1)
  (3) Academic Deans (1)
  (4) Student Affairs Personnel (1)
f. A Return to the Academy (1)
g. Discipline Today (1)
h. Institutional Code (1)
i. Comparative Anatomy (1)
j. Your University Role (1)
k. The Office of Public Relations (1)
l. University's Budget System (10)
m. The Freshman Year at your Institution (10)
n. Religion on Our Campus (10)
o. Sending Messages & building Images: Why & How (10)(6)
p. Administrative Techniques & Minority Sensitivity (10)
q. Discipline & Grievance Procedures (11)
r. Institutional Pension Systems (11)
s. Profile of the College Student (10)
t. Leadership Styles (10)
u. What do you Know about Your Residence Hall Programs (10)
v. University Presidential Address - Keynote (10)
w. Description & Goals of Institutional Minority Organizations (10)
x. University Customs & Traditions (2)
y. Meet Your Students Luncheon (10)
z. Meet your Political Representatives Luncheon (10)
aa. Participating in Intramural Sports (7)
bb. Institutional Research & Planning (6)
cc. Higher Education Comprehensive Planning Management Conferences (6)
*dd Improving Your Institutional Image (6)(10)
ee. The University-Related Foundations (6)
ff. Conferences on Corporate & Foundation Support (6)
gg. Current Institutional Concerns (8)

VI. General Interest Topics

a. High School Equivalency Testing Program (7)
b. Cardiopulmonary Resuscitation (CPR) (7) (See Safety)
c. Emergency Procedures (7) (See Safety)
d. First Aid Emergency Care (7)(See Safety)
e. Loss Prevention (7)
f. Questions on Suicides (7)
g. Safe Winter Driving (7)
*h. Claims Control: Workers' Compensation (7)
*i. Disability & Unemployment Insurance Procedures (7)
*j. Reading Statistics for Understanding (7)

k. Use of Audio-Visual Equipment (7)
l. Sharpening Writing Skills (2)
m. Experimenting with Foreign Language (2)
*n. Personnel Policies (2)
o. Dinner Dancing (10)
p. A Spring Picnic (10)
q. After-the-Game Get Together (10)
r. Swimming Supper Party (10)
s. Casino Party (10)
t. Extramural/Intramural Sports Information (7)
u. Bowling League (10)
v. Tennis Tournament (10)
w. Volleyball Tournament (10)
x. Basketball Team (10)
y. Softball Team (10)
z. Drug Information Seminars (9)
aa. Physical Fitness (10)
bb. Alcoholism--A Young People's Disease (10)
cc. Computer Facilities--Can They Help You? (11)
*dd. The Evaluation Process--Why is it Important (11)
ee. The American Family Today-Trends & Troubles (11)
ff. In the Midst of Life: Death & Grief (11)
gg. The Working Parent (11)
hh. Backpacking & Camping (11)
ii. Student-Related Health Topics (10)
jj. Life Planning Workshops (9)
*kk. Career Education & Counseling:
    (1) Job or Career Related (7)(3)
    (2) Non-Job or Non-Career Related (7)(3)
    (3) Consulting, Counseling & Career Planning (7)(3)
ll. Using the Library
mm. Sponsoring Group Trips Abroad (10)
nn. Coffee Hour or Brown Bag Activities (10)
*oo. Activity Methods: (8)
    (1) Workshops
    (2) Seminars
    (3) Informal Meetings
    (4) Conferences
    (5) Retreats
    (6) Internships
    (7) Case Studies
    (8) Institutes
    (9) Institutional Visitations

(*)Denotes: Multiple Categories of application

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APPENDIX E

Supplemental Readings in Student Personnel Work

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Supplemental Readings in Student Personnel Work

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